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**THE ADAPTATION OF AN EXEMPLARY CURRICULUM MODEL:
IMPLICATIONS FOR THE DEPARTMENT OF COMMUNITY COLLEGES
AND OTHER PUBLICLY FUNDED AGENCIES AND INSTITUTIONS**

The University of North Carolina at Greensboro

PH.D. 1982

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THE ADAPTATION OF AN EXEMPLARY CURRICULUM MODEL:
IMPLICATIONS FOR THE DEPARTMENT OF COMMUNITY
COLLEGES AND OTHER PUBLICLY FUNDED
AGENCIES AND INSTITUTIONS

by

Clifton H. Hammond

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

Greensboro
1982

Approved by

Nancy White
Dissertation Adviser

HAMMOND, CLIFTON HENRY. The Adaptation of an Exemplary Curriculum Model: Implications for the Department of Community Colleges and Other Publicly Funded Agencies and Institutions. (1982) Directed by: Dr. Nancy White. Pp. 112

The present study was designed to adapt an exemplary curriculum model developed by the CETA/Community College Interface Research Project in Maryland to a community college in North Carolina. The adaptation was intended to improve the experience of learning both for a sample of sponsored students in the community college and the general population of faculty and students.

Upon completion of a pilot study, a perceptual inventory was developed and administered to 246 faculty members to learn their perceptions of the student sample and programs. A student survey was developed and administered to 144 CETA-sponsored students to learn their perceptions of faculty and programs. Interviews with 13 college counselors, four college administrators, and four employment and training counselors were conducted to assess problems and successes related to the student sample investigated. In addition, a correlation of CETA-student sample scores on an in-house arithmetic, Nelson-Denny Reading Test, and the Prentice-Hall Test for Writers with a sample of general students was examined. A synthesis of data collected was integrated into recommendations resulting in the adaptation of the exemplary Maryland curriculum model.

It was concluded that close coordination, cooperation, and interaction between the community college and affiliated or sponsoring

agencies were essential in an exemplary curriculum. The understanding of and coping with contrasting organizational and operational styles became problematic without communication, trust, and commitment at all organizational levels. Concerns regarding conflict agenda meetings, faculty awareness, the role of responsibility and authority, and sensitivity to a diverse student population were analyzed.

There was an indication that the CETA students sampled needed more remedial work before entering college-level courses than a sample of general students did. Thus, the role of remedial and developmental studies was identified as necessary in providing opportunities for exploration of self and career development integrated with classroom survival and employability training.

The adaptation of the exemplary model further validated the replicability of the model. The process as well as the outcome of this study warrant the consideration of those interested in improving curriculum and strengthening the relationship between community colleges and other publicly funded agencies and institutions.

APPROVAL PAGE

This dissertation has been approved by the following committee
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June 9, 1982
Date of Acceptance by Committee

June 9, 1982
Date of Final Oral Examination

ACKNOWLEDGMENTS

I would like to extend my sincere appreciation to Dr. Nancy White, Associate Professor of Home Economics, my adviser; Dr. Helen Canaday, Professor of Home Economics; Dr. Rosemary McGee, Professor of Health, Physical Education, Recreation and Dance; and Dr. Ernest Lee, Associate Professor of Education, the members of my doctoral committee, for their supportive guidance and advice given to me during the course of this study. Mr. William R. Conelley, Jr. is acknowledged for his helpful guidance, support, and suggestions in the design of the study and the analysis of the data.

Sincere appreciation is extended to the faculty and students at Central Piedmont Community College and to the staff of the City of Charlotte Employment and Training Department, who participated in this study. Their cooperation and interest are acknowledged with deepest appreciation.

To Patricia Herring, I express warmest thanks for typing all of the preliminary and final copies. Her contribution was invaluable.

I would like to express my appreciation to Anne Todd for her assistance in the statistical analysis. And a special thanks is extended to Rae Grant Frykberg for her assistance throughout the data collection process.

I especially wish to acknowledge the contribution of Joel D. Lapin, Director of the CETA/Community College Interface Research Project, whose enthusiastic approach to research has been an inspiration to me.

To my parents, Daisy M. Hammond and the late Harold C. Hammond, and to my brother, Harold M. Hammond, I express my gratitude for their enduring support and encouragement throughout my academic career.

And to my wife, Mary Anne, and to my daughter, Anne Marie, I acknowledge as precious their teaching me the meaning of love and understanding. Their encouragement and support have been unfailing and are deeply appreciated.

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CHAPTER I
INTRODUCTION

Nature of the Study

The purpose of this study was to adapt a curriculum model in which the major thrust was the development of exemplary linkages among persons involved with institutional training and education in community colleges and other publicly funded agencies and institutions. The focus was on the need for improved coordination and information sharing in the planning and development of programs for students sponsored under Title II-B of the Comprehensive and Employment Training Act (as amended). Although students identified for this study have been stereotyped categorically as high-risk, educationally disadvantaged, unemployed or underemployed, nontraditional, disprivileged, and new, the outcome should prove relevant for a general population of college students.

The intent of the study was to adapt a curriculum model that would improve the educational experience for CETA-sponsored participants in the community college and increase their opportunities for overcoming learning problems as they become self-reliant, productive citizens. The timing of this study coincides with drastic changes within the structure of federal, state, and local governments affecting allocations for funding in all arenas of education. The emphasis in this investigation was programmatic in nature rather than fiscal. However,

fiscal functions were considered in adapting this curriculum model to safeguard unreasonable expenditures in implementing an improved curriculum. The continuation of the Title II-B programs under the Comprehensive and Employment Training Act under the Reagan administration provided an additional reason to substantiate a critical need for the proposed project.

The ultimate objective of this research was to provide recommendations that would improve understanding of organizational behavior of all persons related to the improvement of students' well-being as a result of education. Of particular concern were those students who had been unsuccessful in academic endeavors or learning experiences. A profile of the sample was developed to substantiate the inaccuracy of the labels of the past which identified problem students as disadvantaged, principally female, and chiefly from racial minorities and working classes. Individual learning problems and curriculum inadequacies affect persons from all walks of life, all socioeconomic levels, and all levels of ability (Coleman, 1966; Cross, 1971).

These literacy concerns have led to the development of programs in post-secondary institutions called compensatory, remedial, developmental or catch-up courses. Community colleges across the nation have taken up the cause and have been proponents of developmental programs.

However, while it is true all cultural groups experience learning problems, it is the racial minorities and working-class people on whom these problems have the most impact.

The sample in this study was identified under the Department of Labor guidelines as persons most in need of education and training.

The majority were female and belonged to racial minorities. CETA was the sponsoring agency brought about to provide assistance for these citizens who attended Central Piedmont Community College.

An element in the investigation was to assess the curriculum by asking administrators, instructors, and counselors in the College their perceptions of this sample population. Perceptions defined reality as the experience of the instructor and student in a teaching/learning relationship. The interpretation of administrators', instructors', counselors', and students' perceptions was adapted to an exemplary curriculum model.

Background

Vocational Education

A thorough historical perspective of vocational education exists (Bolino, 1972; Giodarno & Praeger, 1977; Lazerson & Grubb, 1977; Ruscio, 1977). In brief, the history of vocational education began with the Morrill Acts of 1862 and 1890 which sanctioned the establishment of land-grant colleges authorizing the federal participation in vocational education. Since then, various organizations such as the American Federation of Labor (1866), National Association of Manufacturers (1895), and the National Society for the Promotion of Industrial Education (1906), have encouraged federal funding for vocational education both to maintain the industrialization process and to ensure the relevance of the vocational curricula to industry's needs.

Congress responded by appointing a Commission on National Aid to Vocational Education in 1914, which formed the basis for the

Smith-Hughes (Vocational Education) Act of 1914. This legislation created a separate category of education focusing on occupational skills with a governing body known as the Federal Board for Vocational Education. Federal aid was provided for a limited number of occupations. The Smith-Hughes provision that states should match federal funds developed a partnership of support for vocational training which still exists.

In 1946, the George-Dean Act included the distributive curricula under federal support. The George-Barden Act of 1946 increased funding levels and provided greater curriculum flexibility, but still within a categorical program framework. The Vocational Education Act of 1963 and subsequent amendments through 1976 fostered two principles of federal involvement in vocational education:

1. Funds should be provided to states in a non-categorical (block grant) manner for allocation among occupational program categories which best serve state needs.
2. Funds are to be focused on serving economically and educationally disadvantaged persons. (Stevens, 1979, p. 2)

This brief history helps one to develop an appreciation of the contemporary critical curriculum issue of vocational-skill training versus liberal arts education. In 1914, the strongest voice opposing was that of John Dewey. Earlier, Dewey had been a proponent of industrial education, but he was opposed to the limited objectives of vocational education. Dewey advocated the infusion of liberal education into vocational education; however, the Commission wanted training for specific trades. The Smith-Hughes Act ended the fight for Dewey. Still the issue surfaces creating covert and overt stigmas in educational systems (Becker, 1980).

The CETA Amendments of 1978

The Comprehensive Employment and Training Act, as amended in 1978, contained eight titles; four of these titles included provisions of major interest to vocational educators. Two titles were eliminated by the Reagan administration. However, Title II-B employment and training programs were continued although riddled with fiscal uncertainties and potential cutbacks.

The following is the Statement of Purposes of the Act:

It is the purpose of this act to provide job training and employment opportunities for economically disadvantaged, unemployed, or underemployed persons which will result in an increase in their earned income It is further the purpose of this act to provide for the maximum feasible coordination of plans, programs, and activities under this act with economic development, community development, and related activities, such as vocational education. (Section 2)

Under Title II, the following are the purposes for the expenditures of funding (Section 204, C, 2):

1. To coordinate programs under this Act with existing vocational education programs;
2. To coordinate the utilization of funds under this Act and the Vocational Education Act of 1963 to enhance economic growth and development in the state;
3. To develop linkages between vocational education and training programs under this Act and private sector employers;
4. To provide technical assistance to vocational education institutions and local education agencies to aid them in making cooperative arrangements with appropriate prime sponsors; and
5. To provide information, curriculum materials, and technical assistance in curriculum development and staff development to prime sponsors.

One percent of the funding for this title was given to the governor for encouraging coordination and establishing linkages between prime sponsors and appropriate educational agencies and institutions, and services for eligible participants through such auspices (Section 202, (d)). All Title II-B services were restricted to economically disadvantaged persons who are unemployed, underemployed, or in school (Section 213, Section 318). Section 214, "Services for Youth," is the categorical foundation for one sample group in this research project.

Assumptions

It is a belief of the investigator that an effective adaptation of an innovative curriculum model will probably occur with consistent person-to-person communication among small groups of individuals directly affecting the experiences of CETA participants. It was realized that there are no simple solutions to complex problems; therefore, the researcher refrained from recommending any actions or changes based solely upon a single group's perception of a problem or situation. The theme of this curriculum study was to increase efficiency and effectiveness from the point of view of an individual from the time of CETA intake through education/training follow-up, and placement into unsubsidized employment. The investigator also assumed that all agencies, activities, and institutions within the overall CETA process would work with the researcher, focusing on the individual CETA-sponsored student as a common theme. Interactions of the prime sponsor, the educational and training community, and the

employment services with program participants were considered both independently and collectively.

This study was not designed to compare student-outcome measures, and therefore, testify to the worth of educational programs. Achievement-test analyses were not included. Inherently, valid educational ideas can all too readily be proven worthless by impressively designed statistical studies. Curriculum development requires an examination of extraneous determinants, unintended consequences, role performance of staff, learning activities of students, and institutional commitment, as well as an analysis of students' test-score outcomes as criteria.

A basic assumption was that an adaptation of the proposed curriculum model would lead to more significant human relationships. The model was a guide to find out what administrators, counselors, and students already knew. Individuals in their respective roles were authorities about their cultures. Intruding into the culture of others is an ineffective strategy for a researcher. However, every precaution was taken to protect the rights and integrity of those persons participating in the study. The precautions were also taken to protect the data collected from researcher prejudice while descriptions and meanings were being interpreted.

Definitions

The following terms used in this study are defined:

CETA - The Comprehensive Employment and Training Act as amended in 1978 (CETA), designed to provide job training and employment

opportunities for the unemployed, the underemployed, and the economically disadvantaged.

Prime Sponsor - The administrative authority over most CETA-funded programs within state and local governmental bodies. In this study, the prime sponsor is the City of Charlotte Employment and Training Department.

CPCC - Abbreviation for Central Piedmont Community College located in Charlotte, North Carolina.

ESC - Abbreviation for the Employment Security Commission.

CETA-Sponsored Participant or CETA Participant - A title used by the Federal government to identify persons being sponsored by CETA. In this study, the title denotes certified students who are eligible for a maximum of 104 weeks of education and training at CPCC leading to unsubsidized employment at completion. CETA monies pay for the student's tuition, books, supplies, and transportation (\$.10 per mile). If day-care services are required, CETA will pay up to \$40.00 per week. Students receive an allowance of \$3.10 per hour for each class hour of attendance per week.

Linkages - An effective system which provides mutually satisfactory relationships between the CETA prime sponsor and all other sources of program-related education and training.

Research Objectives

The objective of this study was to adapt an exemplary curriculum model developed by the CETA/Community College Interface Research Project in Maryland to a community college in North Carolina. This

adaptation was intended to improve the experience of learning both for the sample of CETA-sponsored students and the general population of faculty and students in the community college. It was hoped that recommendations might be made as a result of the following:

1. Faculty responses to an inventory to learn their perceptions of the student sample and programs.
2. Student responses to a survey to learn their perceptions of faculty and programs.
3. Correlation of CETA student sample scores on arithmetic, the Nelson-Denny Reading Test, and the Prentice-Hall Test for Writers with the scores of a sample of general students.
4. Interviews with community college counselors and administrators and with employment and training counselors to assess problems and successes related to the student sample under investigation.

Based on the findings, conclusions, and recommendations resulting from the examination of existing curricula, and the recommendations from the above sources, an adaptation of an exemplary curriculum model could in fact be made.

Limitations

The major limitations are listed below:

1. The student sample was limited to CETA students at CPCC.
2. The adaptation of a curriculum model was limited to Lapin's Maryland Model, the CETA/Community College Interface Research Project.

3. The researcher was restricted from talking with students. However, perceptions of CETA students were obtained via a written survey.
4. Turf protection on the part of the cooperating agencies and institution was a limiting factor.
5. Changes in the national political climate from a Democratic to a Republican administration may have accentuated perceptions (positive and negative) toward CETA programs and community colleges.

CHAPTER II

REVIEW OF RELATED LITERATURE

Developmental Education in Community Colleges

The increased number of nontraditional students across the nation and a growing awareness of their needs have led to the recognition that developmental programs attempt to improve attitudes and skills for their own merit, and are not necessarily remedial preparation for other courses. First used in the 1890's to narrow educational differences between classes, and later implemented for those studying under the G.I. Bill, developmental programs now provide a means for community colleges to serve all citizens, including those for whom traditional programs are inadequate. In 1977-1978, a survey that profiled 3,600 students in developmental programs indicated that only half were of the traditional college age; the longer students had been out of school, the more likely they were to attend college to improve their self-image, and there was no significant demographic difference between developmental students and college students in general (Jonas, 1978).

A California study by Friedlander (1979) revealed that (1) with very few exceptions, social science courses designed especially for occupational students were not available; (2) a low percentage of colleges offered a general introductory social science course for continuing-education students; and (3) still fewer social science courses were designed for developmental-education students.

In regard to the tutoring component of developmental education programs, a study by Garstka (1979) in a Los Angeles college tutorial center was analyzed. The findings were as follows: (1) tutoring is an essential support-service component in the special programs designed for the nontraditional student; (2) peer tutors are effective, because they understand the student's difficulties and are willing to help; (3) peer tutors should be carefully recruited, selected, and trained; (4) tutoring centers vary and reflect the personalities of the individual staff and campus; and (5) successful tutorial programs occur when there is an enthusiastic and able staff and when the college administration is committed to the program.

In a three-year project, a program was created to develop a competency-based curriculum in six vocational-technical programs and to establish a developmental math and reading program in Iowa (Poorman & Fleckenstein, 1978). As a result, the instructional and developmental programs were found by students to be enjoyable and beneficial. Placement and employer satisfaction with graduates were high. The survey indicated that business and industry became more involved in the educational process by assisting in identifying essential competencies.

At Amarillo College, Amarillo, Texas, a study of high-risk students in a developmental program revealed that for over three years students tended to be older than regular students, more frequently male, Anglo-American, single, nonmilitary, and employed. The majority had high school diplomas or equivalencies, and 55 percent aspired to

associate degrees or higher. Although over 30 percent since 1974 intended to continue their education, their confidence in completing their education had fallen from 42 percent "very sure" in 1974 to 16 percent in 1976. A sample of 79 high-risk students was traced from enrollment in Fall 1975 to Spring 1977. Only 27 remained enrolled, carrying an average 12.6 hours per semester with a mean grade point of 2.69. The total hours earned averaged 49.4 (Henard & Byrd, 1977).

Roueché and Mink (1976) conducted a study comparing the effectiveness of nontraditional and traditional counseling and instructional methods in meeting the socio-emotional and academic needs of nontraditional community college students. The data indicated that traditional counseling and instruction initially produced greater increases in internality and decreases in anxiety, but after two semesters fostered a movement toward externality and increases in anxiety, while the nontraditional methods were more effective over the longer period of time. The most positive changes occurred in schools where the most humanistic atmospheres prevailed.

A national study on Adult Functional Competency, conducted by the University of Texas, determined that less than one-half of the adult population (46 percent) was proficient in handling the demands of modern living. The program at El Centro College, Dallas, Texas, provided one approach to the problem and involved a separate division with the integrated subject courses and the participation of counselor/instructors and students in planning educational experiences consistent with students' abilities and goals (Herd, 1978).

Another approach in developmental education is learning assistance. Learning assistance is a relatively new idea in education in the United States since most learning centers have come into existence since 1970. Although developmental education has become accessible in remote areas, and many financial and psychological barriers have been lifted, much more could be accomplished if more evaluative research were available. The ultimate goal should be to make learners successful. Several principles underlie the theory of learning-assistance instruction: (1) instruction should begin at, or slightly below, the point at which the student is functioning; (2) praise should be given for successful endeavors; (3) respect for the learner increases self-esteem and self-confidence; (4) learning increases in a positive teacher-student relationship; (5) there is no substitute for skillful instruction; (6) the dynamics of the learning situation influences learning success; and (7) successful learning depends on the utilization of all available clues concerning the learner's strengths and weaknesses. The organizational structure must be found that meets the needs of the individual learning center although the model will never be finished (Dempsey, 1978).

In a study at Essex Community College, Baltimore, Maryland, 34 high-risk students were evaluated on self-concept growth as shown through pre- and posttests on the Tennessee Self-Concept Scale (TSCS), self-concept as shown through an open-ended questionnaire, and improvement in college grade point average. The program was a noncredit, individualized, programmed, laboratory experience, utilizing

self-defined resolution of skill deficiencies as perceived by each student through an individual-learning contract. Findings showed 25 students demonstrated positive growth in self-concept as measured by the TSCS, and all the students indicated positive attitudes through the subjective questionnaire (Bourn, 1978).

Another study by Silver (1978) analyzed the effect of a self-development seminar on freshmen learning as measured by grade point average, units completed, and retention rate. End of semester findings indicated that experimental students achieved a mean grade point average of 2.38, compared to 1.94 for the control group. There was a significant difference in semester hours completed between groups. The experimental students earned a mean of 14.38 semester hours, while the control group earned a mean of 12.48. Three times as many developmental students as control students completed a full semester's work of 16 to 18 units. These findings were compatible with the results of similar studies.

One of the major impact studies in developmental education, by Fadale (1977), discovered both reading ability and faculty prediction were highly correlated with student success. It was also concluded that environmental and background characteristics were less significant to success than variables within program and affective/cognitive factors associated with students. Developmental programs with the greatest impact were those with sufficient flexibility to give students individual attention. Successful students valued goal orientation and recognition more highly than nonsuccessful students. Success appeared related to students' conformity and negatively to their value

of variety. The question of student commitment also emerged as significant. Successful students exhibited firm career goals, and their program choices were based on personal inclination rather than external influences. These success indicators are critical elements to be considered in curriculum development and evaluation.

Developmental education is based on a learning model as opposed to a teaching model. It requires strong communication between the student and teacher and depends upon a supportive learning environment. Some of the components of developmental education, according to Young (1977), are (1) diagnostic services which seek to answer why the student cannot learn; (2) independent study, including program flexibility, individualized learning, language skills laboratories, and programmed instruction; (3) an instructional support center with specialists providing appropriate support materials to the faculty; (4) human development instruction concentrating on the dynamics of human interaction, career exploration, and the development of study skills; and (5) human support services providing human contact through counseling to assist learning, tutorial programs, and peer counseling. Variables enhancing successful learning include a non-punitive grading system, a human-support system, and supportive environment. Also included are variable-time courses to encourage the student to proceed at his own pace, positive expectations, granting of credit for all courses offered, a minimum level of financial assistance to allow the student to concentrate on learning, and value exploration. The attempt is to educate the whole person, not just reward academic performance.

Curriculum Theory

Curriculum theory and theorizing are essential to the adaptation of improved curriculum models. A comprehensive understanding of theory is a springboard for prescribing and guiding practical activity in relation to curriculum. The theory of this study is conceptual in nature, seeking explanations and descriptions of efficiency and effectiveness rather than research to be utilized for the empirical validation of curriculum variables and relationships.

Kliebard (1970) developed a production model, such as Bobbitt (1918) and others had done in the early part of the twentieth century, and similar to Tyler's (1950) later rationale. Huebner's (1966) Language Analysis described the production idea as a controlling and prescriptive use of language. Fundamentally, control and prescription are technological models rather than philosophical or scientific theory.

MacDonald (1971) perceived the technical model as having been developed to greatly sophisticated levels by vocational-education workers. A state-of-the-art review summarized the process thus: (1) specifying the role for which training is to be provided; (2) identifying the specific tasks that comprise the role; (3) selecting the tasks to be taught; (4) analyzing each of the tasks; (5) stating performance objectives; (6) specifying the instructional sequence; (7) identifying conditions of learning; (8) designing an instructional strategy; (9) developing instructional events; and (10) creating student and curricular evaluation procedures and devices.

Many curriculum theorists have not found this to be a satisfactory model for a variety of reasons, but most fundamentally, because the technical process began with an acceptance of contemporary social values ignoring value questions of what to teach. This value controversy is an inherent problem in the development of curriculum.

However, the primary research which directly relates to this investigation was conducted by the CETA/Community College Interface Research Project based at Catonsville Community College, Catonsville, Maryland. This model was selected to be adapted, because it was specifically developed for community college and CETA programs. The model was most appropriate in accomplishing the objectives of the project. Joel D. Lapin, the Project Director, developed the model outlined below.

Lapin's Exemplary Maryland Model

Successful programs of training and employment are linked to and may stem from a strong system of organizational and operational relationships existing among CETA prime sponsors, community colleges, and the private sector. These relationships must be established and continuously nourished to maintain a successful linkage and ensure an outstanding education, training, and employment curriculum. Lapin's Maryland Model follows:

I. Shared Operational Needs of CETA and Community Colleges:

- A. A model partnership between a CETA prime sponsor and a community college requires communication, trust, and commitment between both parties.

- B. It is important to emphasize and publicize the benefits which result from a CETA/community college relationship.
- C. Understanding and coping with contrasting operating styles in CETA prime sponsors and community colleges can enhance the development of a model linkage.
- D. Exemplary CETA/community college relationships have invariably an effective liaison office.
- E. An exemplary curriculum is likely to result when community colleges determine beforehand what CETA-programmatic functions they are capable of offering consistent with their mission in the community.
- F. Curriculum is strengthened when clarification exists as to who is responsible for what functions, and who has the authority necessary to implement programs.
- G. The final shared operational need is increased involvement with the private sector.

II. Operational Needs of Community Colleges

- A. Rededication to and the fulfillment of the philosophy and mission of the community college (i.e., career education and occupational training).
- B. Commitment by those at the top of the college leadership structure to CETA and occupational training.
- C. A new structure and delivery of CETA occupational training and employment programs must be instituted.
- D. The instructional program must be credible and classroom instructors chosen on the basis of their achievement, talent, enthusiasm, motivation, and dedication.

- E. Where there is a demonstrated need and where no other post-secondary institution can provide a program, community colleges can offer credit and noncredit manpower-related offerings for CETA practitioners.

III. Operational Needs of CETA

- A. Community college and staff responsible for assessment should join with CETA representatives to develop a guiding philosophy of assessment and program objectives.
- B. Basic skills development in reading, writing, and mathematics is a necessary component of training and employment programs.
- C. It is important to organize and operate all programmatic functions consistent with sound principles and practices of adult education.
- D. Like all college students, CETA students may require counseling and supportive services.
- E. The programmatic structure and delivery system of technical skills can be used by CETA prime sponsors to provide training for CETA students.
- F. An active job development and placement program ought to be very characteristic of a CETA/community college linkage.

Other major contributors to curriculum theory and model development have been Franklin Bobbitt, Ralph Tyler, Virgil Herrick, Hilda Taba, Maritz Johnson, J. Minor Gwynn, and John B. Chase. Table 1 provides an analysis of the essential factors in representing generative curriculum models.

Table 1
Curriculum Theory
Analysis of Representative Generative Curriculum Models

Name	Determinant Factors	Process Factors	Design Factors
Franklin Bobbitt (Bobbitt, 1918)	<ol style="list-style-type: none"> 1. Curriculum Product (ideal adults) Standards set by community 2. Contemporary Social Setting 3. Life Activities 	<ol style="list-style-type: none"> 1. Include Community 2. Educators make decisions regarding sequencing 	<ol style="list-style-type: none"> 1. Definition: (1) ". . . the entire range of experiences, both undirected and directed, concerned in unfolding the abilities of the individual;" or (2) "it is the series of consciously directed training experiences that the schools use for completing and perfecting the unfoldment;" or (3) ". . . that series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life; and to be in all respects what adults should be." 2. Major objective of school: society's agent to turn out a product (the desired adult) as nearly standard as possible.
Ralph W. Tyler (Tyler, 1950)	<ol style="list-style-type: none"> 1. Learners 2. Contemporary Life Outside the School 3. Subject Specialists 4. Philosophy 5. Psychology of Learning 	<ol style="list-style-type: none"> 1. Local Teacher Involvement 2. Involvement of specialists, i.e., subject matter 	<ol style="list-style-type: none"> 1. No specific curriculum definition. 2. Four fundamental questions to answer in developing any curriculum and plan of instruction: (1) What educational purposes should the school seek to attain? (2) What educational experiences can be provided that are likely to attain these objectives? (3) How can these experiences be effectively organized? (4) How can we determine whether these purposes are being attained?

Table 1 (Continued)

Name	Determinant Factors	Process Factors	Design Factors
Virgil Herrick (Herrick, 1950)	<ol style="list-style-type: none"> 1. Man's Categorized and Preserved Knowledge (the subject) 2. Our Society; Its Institutions and Social Processes 3. The Individual to be educated, his nature, needs, and developmental patterns 	<ol style="list-style-type: none"> 1. Processes depend upon areas of planning and a schema of three 	<ol style="list-style-type: none"> 1. Definition is relative to: (1) Organized Subject Matter Approach, (2) Social-Centered Approach, (3) Individual-Centered Approach. 2. Curriculum: "Experiences children have in school: direction, balance, emphasis." "These experiences also have a subject matter and a process." 3. Centers for Selecting and Organizing Learning Experiences: (1) Subject, (2) Broad Field, (3) Areas of Living, (4) The Needs of Children.
Hilda Taba (Taba, 1962)	<ol style="list-style-type: none"> 1. Society and Culture 2. Learning Process and Nature of Learners 3. Nature of Knowledge 	<ol style="list-style-type: none"> 1. Involvement of many people 2. Sequence of Development: <ol style="list-style-type: none"> (1) Product Pilot Units (2) Test Experimental Units (3) Revise and Consolidate (4) Develop a Framework (5) Install and Disseminate Units 3. Integrate Curriculum Production and Teacher Training 	<ol style="list-style-type: none"> 1. Step 1: Diagnosis of Needs Step 2: Formation of Objectives Step 3: Selection of Content Step 4: Organization of Content Step 5: Selection of Learning Experiences Step 6: Organization of Learning Experiences Step 7: Determination of What to Evaluate and the ways and means of doing it. 2. "A curriculum usually contains a statement of aims of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching Finally, it includes a program of evaluation of the outcomes." "Curricula differ according to the emphasis given to each of these elements, according to the manner in which these elements are related to each other and according to the basis on which the decisions regarding each are made."

Table 1 (Continued)

Name	Determinant Factors	Process Factors	Design Factors
Mauritz Johnson (Johnson, 1967)	<ol style="list-style-type: none"> 1. "The source of curriculum--the only possible source--is the total available culture." "Only that which is teachable and available is eligible for inclusion." 2. Selection from culture is essential, whatever criteria used must be explicit. 3. Needs and interests of learners, values, and problems of society, and the disciplines can be criteria. Only disciplines as a part of culture is source. 	<ol style="list-style-type: none"> 1. Curriculum is output of one system (Selection and Structure criteria) and input of another system (Instruction). 	<ol style="list-style-type: none"> 1. Definition: (1) Structured series of learning outcomes; (2) curriculum prescribes results of instruction; (3) curriculum does not prescribe means of achieving results; (4) curriculum indicates what is to be learned, not why it is to be learned. 2. Categories of learning outcomes: (1) Cognitive, (2) Affective, and (3) Psycho-Motor.
J. Minor Gwynn and John B. Chase, Jr. (Gwynn & Chase, 1969)	<p>Philosophic Sociological Psychological Knowledge</p> <p>Analysis</p>	<p>Part 1 Experience Beliefs Perceptions</p> <p>Part 2 Plan or Strategy Behavior as Practice Theory</p>	<p>Stage 1 Exploration Stage 2 Involvement Stage 3 Commitment Stage 4 Universality</p> <p>Evaluation</p>

CHAPTER III

METHODS OF PROCEDURE

The methodologies of this study sought to adapt a curriculum model which would improve the experience of learning for both a sample of CETA-sponsored students in a community college, and the general population of faculty and students. An examination of placement test scores, the administration of a student survey and a faculty perceptual inventory, interviews with CETA/college counselors and administrators, and an interview with and correspondence with a national researcher were executed in the adaptation of an exemplary curriculum model. A more detailed description of the design of the study and the methods of procedure are presented.

Design of the Study

The Sample

The study groups consisted of 246 faculty members from the Divisions of Career Programs, Continuing Education, and General Studies at Central Piedmont Community College in Charlotte, North Carolina; 13 counselors at the college, the counseling staff of the City of Charlotte Employment and Training Department, and four Human Services staff. The CETA-sponsored student population was the focus group (144 students).

Central Piedmont Community College

Central Piedmont Community College (CPCC) was established as part of a statewide system of community colleges in 1963, and received full accreditation from the Southern Association of Colleges and Schools in 1969. The first program offered by the college involved career education. In 1964, the first liberal arts curricula were offered for college transfer. From the initial enrollment of almost 2,000 students, the College has grown to an enrollment of more than 26,000 students. Currently, 20 buildings on a 30-acre campus have classrooms and labs equipped with electronic aids to help students learn through the use of the latest educational methods. The College provides the first two years of work in pre-professional and liberal arts fields for students who want to transfer to four-year colleges; additionally, it offers an occupationally oriented program of study for students who want employment as manufacturing and engineering technicians in business and commerce, in health-related fields, in public-service areas, and in the skilled trades. Courses are offered to adults in the community to upgrade their occupational abilities and to meet the challenge of a changing technological society. In addition, high school completion is available, as well as instruction in home and family education and leisure-time activities. Counseling and guidance services are provided to all students. CPCC does not have a restrictive admissions policy; no one is turned away. Before a person enters most programs of study, however, a series of placement tests have to be completed. This information assists counselors in helping prospective students to design the most beneficial course of study. Certain skill

programs have specific requirements which must be met before enrolling. The sample under investigation was initially tested utilizing the Nelson-Denny Reading Test, the Prentice-Hall Test for Writers, and an in-house arithmetic test.

Phases of the Study

A pilot study was conducted with 13 counselors at CPCC in order to learn their perceptions of the problems of CETA-sponsored students, since the counselors had first-hand direct experience with most students and faculty in the college. This pilot study was executed utilizing personal interviews in order to gather data for later phases of the study.

Upon completion of the pilot study, interviews with the CETA counselors and college administrators and instructors were conducted to further assess the problem. The next step was to develop and administer a perceptual inventory (questionnaire) to all faculty who had had contact with CETA-sponsored students. The third step was to survey CETA-sponsored students utilizing a questionnaire to gather their perceptions as to their college experiences.

Concurrent with the above activities, the researcher interviewed Joel D. Lapin, Project Director of the CETA/Community College Interface Research Project, which is the only nationwide research effort operationally and directly related to this investigation. An adjunct to this study was an examination of placement-test scores required of all CETA-sponsored participants. Required tests are the Prentice-Hall Test for Writers, the Nelson-Denny Reading Test, and an in-house

arithmetic test. A correlation of a sample of CETA-sponsored scores and a sample of general students' scores was profiled. The number in the sample was dependent upon the number and dates of students tested (see Analysis of Data below).

The Instruments

Data gathered in the pilot study were valuable in the construction of a faculty inventory and questionnaire for CETA-sponsored participants and interview schedules. Kerlinger (1973) pointed out that a personal interview helps in determining a respondent's motives for doing or believing something. The interview was employed as a foundation to develop questions for surveys and inventories which were essential instruments for data gathering in the evaluation of curriculum, and hence, recommendations for the improvement of the existing curriculum. Pencil and paper were used to make notes during interviews, provided respondents granted permission. The researcher had used this technique and had found that note-taking during the interview and summarizing the interview after its completion were more effective for data gathering than tape recorders, particularly when the interviewer and respondents had not had a prior working relationship.

Detail of Method of Collecting and Recording Data

The researcher utilized personal interviews, a faculty inventory, a student survey, and placements tests to gather project data. The researcher was comfortable in approaches (methodology) selected for this study, having confidently utilized similar methods in the past.

The data collection was not totally mechanistic because of the different populations being examined. The intent was not to overstudy a population as reflected in the literature review, but to adapt an exemplary curriculum model with appropriate modifications to the specific curriculum under investigation.

Permission for the study was granted. The President, Vice Presidents, and Department Heads of the College endorsed the project, as did the Director of the Prime Sponsor the City of Charlotte Employment and Training Department, and the manager of the Charlotte Office of the Employment Security Commission.

The pilot study interviews with the CPCC counselors were conducted by the researcher and his colleague. The counselors were introduced to the research team at their weekly counseling services departmental meeting. After this meeting, the research team made appointments with each counselor, scheduling minimum one-hour sessions. The interviews were informal, utilizing the following framework as a guide:

1. Goals--perception of the goals of counselors and students.
2. Pattern Maintenance--norms, rules, and policies.
3. Nature of Communication--role fulfillment and perception.
4. Concerns--problem identification and alternative solutions.

Permission was granted by each respondent to allow the research team to make notes during the interview. By teaming the interview, more interaction occurred, allowing at least one member of the team to interact continually without the delay or hindrance of note-taking. Communication was dialogical in nature. Upon the completion of each interview, the researcher immediately transcribed the notes taken

during the interview into a problem-solving format. The following format was used to structure the data gathered during informal interviews (Conelley, 1981):

1. Activity, component, or phase being considered;
2. Findings and discussion, including indications of problems, analysis through examination, and evaluation where applicable;
3. Conclusions, based on findings and taking into consideration other related findings; and
4. Recommendations presented as general or specific possible solutions to problems and for overall program and curriculum improvement.

The aforementioned framework and format were applied to all interviews in the study. Interviews included the following:

1. Four CETA counselors;
2. Thirteen college counselors (pilot study);
3. College administrators (Vice Presidents and Department Heads in divisions which affect CETA-sponsored students) and a sample of instructors;
4. A national research director (CETA/Community College Interface Research Project).

Two sample summary interviews were included in this study.

A student survey and a faculty inventory were developed and administered, soliciting perceptions of students and instructors as to problems and alternative solutions to problems. The survey and inventory provided a forum for unstructured reactions and structured responses to predetermined items in an attempt to gather as much information as possible in identifying problems and alternative solutions to a complexity of concerns. In addition, the placement test scores of a sample of CETA students were examined. Test scores were not used as determinants, but as indicators to aid in curriculum decision making.

CHAPTER IV

ANALYSIS AND SYNTHESIS OF DATA

The personal interviews were analyzed by tracking the data through the format stated in detail earlier: (1) activity, (2) findings and discussion, (3) conclusions, and (4) recommendations.

The student survey and faculty inventory were analyzed by the Statistical Analysis System at Triangle Universities Computation Center via computer at CPCC. For the purposes of this study, a percentage analysis of responses was developed for each item. Narrative comments were categorized to provide a framework for communication and understanding of the unstructured responses. Tables illustrating the percentage of responses to each item were also developed.

A synthesis of all data collected was integrated into recommendations and then adapted to an exemplary curriculum model. Sources of data from interviews, surveys, inventories, observation of placement-test scores, and literature reviews provided the bases for recommendations. These were adapted to the curriculum according to the Lapin model. It was intended that the improved curriculum would be beneficial for students and faculty of the College and for the operational staff of the City Employment and Training Department.

The analysis and synthesis of the data were organized into five components:

1. Pilot study--materials appended;

2. Faculty inventory--introduction, summary tables, inventory, and structured responses appended;
3. Student survey--introduction, summary, tables, and survey appended;
4. Correlation of placement-test scores and conclusions;
5. Summary interviews--faculty and CETA.

Based on the findings, conclusions, and recommendations resulting from the examination of existing curriculum and the recommendations from the above sources, an adaptation of an exemplary curriculum model could in fact be made.

CPCC/CETA Inventory

The CPCC/CETA Inventory was administered to the faculty of the College in the Divisions of Career Programs, Continuing Education, and General Studies. The purpose of the inventory was to assess the perceptions of faculty relative to CETA-sponsored students, CETA programs, and issues of curriculum and instruction. Members of the faculty were alerted to the distribution of the inventory in an article published in a College publication limited to official announcements. Two hundred forty-six Inventories were placed in faculty mail boxes or dispersed by department heads. A system for follow-up procedures was designed but not needed because of the high return rate. One hundred seventy-five Inventories were returned for a 72 percent return ratio. Validation of the instrument was provided by administering the Inventory to the Director of Testing, the Secretarial Science Departmental

Chairperson, the Vice President for Student Services, the College Counselor, and a CETA Counselor. These individuals made recommendations which were incorporated into the instrument before it was administered to the faculty.

Respondents to the inventory were 88 percent instructors and eight percent departmental chairpersons. Of these, 72 percent were directly involved with CETA students, and 24 percent had no contact with them. Only five percent reported an extensive understanding of CETA, 47 percent claimed moderate knowledge, and 41 percent a slight understanding. The respondents perceived the CETA-sponsored students in various ways, with 65 percent identifying them as persons provided an allowance in order to upgrade personal and worth skills, whereas 18 percent perceived them as persons paid to go to school. Other perceptions of CETA students were as follows:

1. That they are persons paid to go to school (54 percent agreed; 24 percent disagreed)
2. That they are persons who are culturally different and do not learn well in a conventional classroom (16 percent agreed; 62 percent disagreed)
3. That they are students who can benefit from education and training (58 percent agreed; 21 percent disagreed)
4. That their education at the college would enhance self-awareness (44 percent agreed; 25 percent disagreed)
5. That they are developing career decision-making and planning skills (44 percent agreed; 26 percent disagreed)

6. That CETA students are socially deprived and in need of basic survival skills (41 percent agreed; 32 percent disagreed; 27 percent were undecided)
7. Fifty-seven percent reported that CETA students were no different from other individuals in class (57 percent agreed; 19 percent disagreed; 23 percent were undecided)

In the area of individual and collegiate perceptions, 34 percent reported misconceptions about CETA, 31 percent suggested that adequate information concerning CETA was not available to faculty, and 14 percent suggested that faculty apathy toward CETA was a problem.

When problems arose with CETA-sponsored students, 62 percent of the faculty reported that they would counsel the students individually; however, 20 percent would notify the student's CETA counselor, and five percent would inform their department head. The faculty perceived barriers to learning experienced by CETA students as poor preparation, lack of basic skills, insufficient program counseling, inadequate remediation time, poor study habits, unrealistic goal expectations, heavy course schedules, poor self-esteem, and lack of motivation.

Faculty responded to a number of possible remedies of problems with 73 percent requesting more information concerning CETA programs, 57 percent desiring more communication with CETA staff, and 74 percent wanting more published material about CETA as it applies to the instructor's role. Only 26 percent saw a need for in-service training sessions in problem identification and problem solving relative to CETA students; however, 56 percent wanted specific ideas as to how to respond more effectively to CETA students. A deeper understanding of

what should be expected of CETA students regarding their future at the College was desired by 67 percent. Of all the faculty respondents, 22 percent wanted an increased emphasis, 15 percent wanted the same emphasis, 27 percent wanted less emphasis; and 37 percent were undecided as to increasing the number of CETA students.

A soapbox of open-ended space was provided as the last item on the inventory for individuals to elaborate on previous responses or to address additional positive or negative concerns about CETA processes and the experiences of CETA students. Responses to this item were catalogued and appended to the inventory analysis. Table 2 contains the percentages of responses to the CETA/CPCC Inventory.

CETA Student Survey

A survey was administered to 144 CETA-sponsored students, soliciting structured and unstructured responses as to individual perceptions of their curriculum experiences. Surveys were administered by a CETA counselor who coordinated the collection of time-allowance forms. The counselor knew all the students by name, and appeared to have a personal rapport with most of them. This level of trust was believed to have enhanced honest responses and a high return rate. The sampling was a survey of all CETA-sponsored students from all programs enrolled on campus with the exception of seven respondents attending a cosmetology school off campus. The students were given a survey, and asked to complete and return it as soon as possible. The counselor monitored a checklist to avoid duplication and ensure all students received a survey. No penalties or rewards were structured to coerce

Table 2
Response Percentages of CPCC/CETA Inventory

Items	Percentages
<u>Background Information</u>	
General Studies	50.8
Continuing Education	1.7
Careers	47.3
<u>Primary Role (Faculty)</u>	
Instruction	87.7
Department Chairperson	8.1
Administration	.6
Counseling Services (CPCC Counselors interviewed by linkages staff)	.6
Other	2.9
<u>Faculty Reporting Majority of Students Enrolled</u>	
Advancement Studies	7.5
Adult Education	3.7
Technical	48.1
Trade	13.1
College Transfer	23.1
Other	4.3
<u>Direct Involvement with CETA Students and Staff</u>	
Yes	72.1
No	24.2
Other	3.6
<u>Understanding of Programs Under CETA</u>	
None	8.1
Slight	40.9
Moderate	46.7
Extensive	4.1
<u>Faculty Definition of "Sponsored" Student</u>	
A person "paid" to go to school.	17.5
A person provided an allowance.	64.8
A person paid subsistence.	1.8
A person granted a scholarship	12.1
Other	3.6

Table 2 (Continued)

Items	Percentages
<u>A CETA Student is Poor and Unemployed</u>	
Strongly Disagree	5.5
Disagree	17.1
Undecided	23.9
Agree	44.7
Strongly Agree	8.5
<u>A CETA Student is Culturally Different/Does Not Learn Well in Conventional Classroom</u>	
Strongly Disagree	24.0
Disagree	38.2
Undecided	22.2
Agree	13.5
Strongly Agree	1.8
<u>A CETA Student Will Benefit From Education/Training</u>	
Strongly Disagree	4.8
Disagree	16.4
Undecided	20.7
Agree	46.9
Strongly Agree	10.9
<u>A CETA Student is Developing Self-Awareness Resulting from Education/Training</u>	
Strongly Disagree	6.1
Disagree	18.5
Undecided	31.4
Agree	37.0
Strongly Agree	6.7
<u>A CETA Student is Developing Career Decision-Making Skills</u>	
Strongly Disagree	6.6
Disagree	18.7
Undecided	28.4
Agree	40.6
Strongly Agree	5.4

Table 2 (Continued)

Items	Percentages
<u>Potential Problems with CETA Programs on Campus</u>	
Faculty Apathy Toward CETA	13.4
Misconceptions About CETA	33.9
Lack of Administrative Support for CETA	2.5
Lack of Adequate Information Concerning CETA for Faculty	30.7
Resistance to Signing Time Sheets	2.5
<u>Problems Arising Involving CETA Students</u>	
Counsel with Student Individually	62.0
Notify Student's CETA Counselor	20.2
Inform my Department Head	5.2
<u>Major Barriers to Learning of CETA Students</u>	
Lack of Basic Skills Preparation and Inadequate Counseling	22.2
Instructor Attitude Toward Student/CETA	1.7
Student Attitude Toward Self, School	15.4
See No Barriers or Are Same as Other Students	8.5
No Response	34.8
<u>In-Service Training Sessions or Workshops</u>	
Strongly Disagree	21.6
Disagree	20.9
Undecided	30.8
Agree	18.5
Strongly Agree	8.0
<u>More Information Concerning CETA Programs</u>	
Strongly Disagree	9.1
Disagree	5.4
Undecided	12.1
Agree	54.8
Strongly Agree	18.2

Table 2 (Continued)

Items	Percentages
<u>More Communication with CETA Staff</u>	
Strongly Disagree	8.0
Disagree	9.2
Undecided	25.3
Agree	45.0
Strongly Agree	12.3
<u>More Published CETA Material as It Applies to My Role with CETA</u>	
Strongly Disagree	6.7
Disagree	7.3
Undecided	12.2
Agree	49.0
Strongly Agree	24.5
<u>Specific Ideas on Responding More Effectively to CETA Students</u>	
Strongly Disagree	8.8
Disagree	10.6
Undecided	24.5
Agree	44.6
Strongly Agree	11.3
<u>Deeper Understanding of What Would Be Expected of CETA Students</u>	
Strongly Disagree	7.6
Disagree	8.9
Undecided	16.5
Agree	49.6
Strongly Agree	17.1
<u>Emphasis You Feel Should be Placed on Increasing Number of CETA Students</u>	
Increased Emphasis	22.1
Same Emphasis	14.5
Less Emphasis	26.5
Undecided	36.7

participation. Individual identities of respondents were never known. Validation of the instrument was provided by administering the instrument to a student working in Veteran Affairs, an ex-CETA-sponsored student, a college counselor, a CETA counselor, and the Vice President for Student Services. These individuals made recommendations which were incorporated into constructing the instrument prior to the issuance to the students.

Summary of Responses

With 83 percent of the respondents female and 17 percent male, the majority were between the ages of 18 and 26 years, single, with dependent children. Fifty percent had children between zero and eight years of age, and 16 percent had children nine years of age or older. Ten percent had dependents other than children, and the majority relied on the city bus for transportation to school.

Fifty-eight percent of the respondents learned about CETA from friends, and 91 percent had been attending college for less than one year. Approximately half of the students had completed Goodwill Industries assessment prior to coming to college, and only 58 percent were aware of the availability of jobs related to their program of study. Nearly all, 96 percent, believed they had received sufficient program counseling by CETA counselors. At the time of the survey, 93 percent were satisfied with their program choice, although 46 percent were not enrolled in their first-choice program; 70 percent were enrolled in career programs. It was believed by 93 percent that the brief orientation to the College was helpful, and 85 percent reported instructors genuinely cared about them.

As for time per week spent on study, 45 percent spent one to five hours study time outside of class, 32 percent six to 12 hours, and 23 percent spent 13 to 18 hours. Tutorial services on campus were used by 38 percent, with 31 percent not utilizing the services. At some point, 60 percent had been enrolled in a remedial component known on campus as Advancement Studies. Only 16 percent reported their remedial preparation for a curriculum program as being inadequate.

In favor of a course to learn more about self and how to handle personal problems (self-knowledge) were 83 percent of the respondents. However, only 46 percent reported any experience on how to find, keep, and advance on a job; only 59 percent had learned about employer expectations, with 41 percent reporting no experience in this area. See Table 3 for a summary of the response percentages for the CETA Student Survey.

Table 3
Response Percentages of CETA Student Survey

Items	Percentages
<u>Part I. Biographical Information</u>	
<u>Sex of Students</u>	
Male	16.5
Female	83.4
<u>Age of Students</u>	
18 to 21 Years	33.6
22 to 26 Years	31.9
27 to 32 Years	16.4
33 to 55 Years	18.0
<u>Marital Status of Students</u>	
Single	59.5
Married	12.4
Widowed	1.7
Divorced/Separated	26.4
<u>Number of Dependent Children</u>	
None	35.5
One	31.4
Two	17.4
Three or More	15.7
<u>Ages of Dependents</u>	
None	31.6
Less than Three Years	27.4
4 to 8 Years	24.8
Nine Years or Older	16.2
<u>Number of Other Dependents</u>	
None	85.4
One	9.7
Two	1.9
Three or More	2.9

Table 3 (Continued)

Items	Percentages
<u>Type of Transportation to College</u>	
Walk	3.3
Taxi	-
Bus	57.0
Friends and Relatives	12.0
Car	28.0
Part II. Experience as a CETA Student	
<u>Learned About CETA</u>	
Relatives	15.3
Friends	58.0
Teacher, Social Worker, Vocational Rehabilitation	11.0
Self-Search	1.7
Job Service, TV, Newspaper	14.4
<u>Length of CETA Sponsorship</u>	
1 to 6 Months	60.5
7 to 12 Months	31.9
13 to 18 Months	5.0
19 to 24 Months	2.5
<u>Completed Goodwill Industries Assessment</u>	
Yes	49.2
No	50.8
<u>Awareness of Availability of Jobs Related to Program of Study</u>	
Yes	58.0
No	42.0
<u>Sufficient Pre-Program Counseling by CETA</u>	
Yes	95.9
No	2.5
Already Decided	.8
No Choice	.8
<u>Programs Enrolled</u>	
General Studies	24.2
Career Programs	69.2
School of Beauty	7.0

Table 3 (Continued)

Items	Percentages
<u>Satisfaction with Program Choice</u>	
Yes	92.6
No	.7
Wanted Another Program	2.5
Made Wrong Choice	1.7
Experiencing Difficulty	2.5
<u>Program Enrolled--First Choice</u>	
Yes	53.8
No	46.2
<u>Helpfulness of Orientation to College</u>	
Yes	93.0
No	.9
Did Not Attend	4.4
Attended More than Once	.9
Vital Information	.8
<u>Instructors Care About Students</u>	
Yes	85.0
No	15.0
Some	7.0
Varied Comments	4.0
Half-and-Half	4.4
<u>Time Studying Outside of Class (per week)</u>	
1 to 5 Hours	44.6
6 to 12 Hours	32.2
13 to 18 Hours	23.2
<u>Problems with Allowance Forms</u>	
Yes	2.0
No	91.0
Embarrassed	3.0
Instructors Do Not Want to Sign	4.0
<u>Utilization of Tutoring Services</u>	
Yes	38.0
No	31.0
No Time	4.0
No Need	21.0
Uninformed About Services	6.0

Table 3 (Continued)

Items	Percentages
<u>Enrolled in Remedial Component</u>	
Yes	60.0
No	40.0
<u>Adequate Remedial Preparation</u>	
Yes	81.3
No	16.1
Not Enough Time	1.3
Waste of Time	1.3
<u>Desire Self-Knowledge Course</u>	
Yes	83.0
No	17.0
<u>Employability (Job-Search Skills) by CETA</u>	
Yes	46.0
No	54.0
<u>Awareness of Employer Expectations</u>	
Yes	59.0
No	41.0

Placement-Test Scores of CETA Students

Thirty-two percent of the CETA student scores showed an overlap between the Prentice-Hall Test for Writers and the Nelson-Denny Reading Test ($r = 0.568$, $R^2 = 0.322$); 11.1 percent of the sample tested showed an overlap in scores on the Nelson-Denny Reading Test and the in-house arithmetic test ($r = 0.33$, $R^2 = 0.111$). Thus, the two tests measure different abilities. The Prentice-Hall Test was taken by 58 CETA students who achieved a mean score of 20.551, with a standard deviation of 6.294. The same test was taken by 67 general students, who achieved a mean score of 24.074 with a standard deviation of 6.986. Thus, the CETA group scored an average of 3.523 points below the sample campus group studied. (See Table 4.)

General testing produced a mean score consistently above 22, which is the cut-off score for Advancement Studies placement. In 1980, 5,290 students took the Prentice-Hall Test, and 36 percent scored below 22. Thirty-five CETA students, or 60.3 percent, scored below 22, and qualified for Advancement Studies. Thus, almost twice as many CETA students might have needed remedial work in writing skills as general students. (See Table 4.)

Eighty-one CETA students took the Nelson-Denny Reading Test and achieved a mean score of 44.914, with a standard deviation of 25.643. Fifty-six general students were tested on March 13, 1981, and achieved a mean score of 53.534, with a standard deviation of 6.986. Thus, the CETA group scored an average of 8.620 points lower than the sample campus group on the reading test (Table 4).

Table 4
Correlation of Placement Test Scores of CETA
Students With a Sample of General
Students - CPCC

Tests	n	r	R ²	k	K ²	Mean Prentice-Hall	Standard Deviation	Mean Nelson-Denny	Standard Deviation	Mean Arithmetic	Standard Deviation
Prentice-Hall and Nelson- Denny Total Scores	53	.568	.322	.823	.678	20.377	6.496	36.302	17.529		
Nelson-Denny Total Scores and Arithmetic	56	.333	.111	.943	.889			45.696	24.350	30.268	10.419
All Prentice- Hall Scores of CETA Students	58					20.551	6.294				
Nelson-Denny Total Scores	81							44.914	25.643		
Arithmetic Scores	62									30.661	10.343

Sixty-two CETA students scored a mean of 30.661 on the arithmetic test, with a standard deviation of 10.343. Thirty-three general students were tested and achieved a mean score of 33.030, with a standard deviation of 9.226. Thus, the CETA group scored an average of 2.469 points below the sample campus group on the arithmetic test (Table 4).

The CETA students studied scored consistently below the general sample scores on the three placement tests. Thus, it is suggested that the CETA group would need more remedial work than the general student before entering college-level courses.

Central Piedmont Community College Faculty

Summary Interviews

The faculty component of the area CETA process was examined in the light of the institutional training and education provided participants and included detailed interactions with vice presidents, department heads, program chairpersons, and instructional staff.

Concern was evident regarding the lack of a career-exploration program within the trade and industry curriculum area. The experiment conducted with this type of job exposure reportedly was employed to create awareness of career and job opportunities in trade and in industry; however, participants selected already had acquired their individual mind-sets as to specific programs and jobs desired. In addition, the participants were primarily black females who took part in the experiment because it was required, yet did not give any serious attention to nontraditional jobs as viable options.

Concern was expressed regarding recruitment of females into non-traditional work roles within trade and industry. Unfortunately, trends in this direction had not been dynamic in spite of the attractions offered by wages higher than were found within traditional fields.

Procurement and issue of tools required by CETA-sponsored students presented an unending problem. The established system was extremely complex and time-consuming. Although CETA bore the expenses of tool purchases for approved programs, participants frequently received their tools only after the quarter had begun, creating serious problems in courses planned around time frames requiring certain tools to be in the hands of students at specified times. CETA-sponsored students were trapped in a vacuum by these delays, and had to be reinstructed after receiving tools, thus creating a negative attitude on the part of some instructors who tended to stigmatize the CETA students among their classmates. Additionally, the focus of attention generated by these related problems served to reinforce resentment among students who had to buy their own tools toward those sponsored students who received the entire set of tools at no cost.

Some difficulty was reported in matching programs with community job needs. The rapidly changing economy and industrial community created a need for constant reevaluation of programs in terms of their relevancy to available jobs.

Late or last-minute additions of CETA-sponsored students in programs caused serious problems for students, faculty, and staff. Delayed processing caused or contributed to late procurement of tools and related materials, and created rush placement into programs. In

addition, late-registering students had to rush through formal registration, obtain books, tools, identification cards, and parking permits at times when they would otherwise be attending initial classes. The faculty and staff at Central Piedmont Community College were all sensitive to the problems of recruitment and processing encountered by the prime sponsor and the State Employment Service in these regards. Recently implemented policies at CPCC would alleviate most of the problems induced by late or last-minute registration, but presented the necessity for the prime sponsor to complete certain actions at earlier times.

Although this issue was closely related to that discussed above, it served to highlight some of the problems which occurred almost every quarter. Current procedures required that the CPCC business office be in receipt of an official letter certifying each participant as a CETA-sponsored student prior to requisitioning of books, tools, supplies, and issue of identification cards and parking permits. Each student had to also possess an official slip verifying individual completion of registration prior to final action being initiated on these matters. These multiple problems were even further aggravated by the fact that as much as a month could be consumed in procurement of tools, and vendors frequently did not have required items in stock. Programs which required laboratory coats could not specify a standard item, because styles vary according to body size and shape, and have varying costs as a result.

Some faculty were not fully aware of the roles and functions of CETA counselors. Incidents have occurred in which CETA counselors or other staff have made unannounced visits to classes in session, thus creating disruptions or at least disturbing the instructors.

Concern was also expressed regarding the limitation of one quarter of remedial study under CETA sponsorship, and the fact that this limit contradicted learning philosophies in many instances. Most students in advancement studies required more than one quarter in communications and mathematics.

The lack of use of the CPCC Drop-In Center by CETA-sponsored students was looked upon as a failure to take advantage of an aid to learning which was accessible and available to all. The Drop-In Center was capable of responding to numerous individual needs, including help in problem solving, free courses in "classroom survival," and study skills. The lack of use of this facility might have been attributed to CETA-sponsored students not being adequately informed of the center or their entitlement to make use of its services.

Concerns regarding academic loads and needs for remediation on behalf of CETA-sponsored students also appeared in this phase of examination. A principal finding was that remediation was not in the least uncommon for many students at CPCC, and also that drop-outs appeared to have had heavy academic loads in addition to needed remediation. The need for more than one quarter of remediation for many students was a valid concern.

Faculty and staff views appeared to favor strongly individual referral of CETA-sponsored students over cluster-class application.

There were numerous contributing factors to be considered in the examination of the cluster concept.

Some departments of CPCC lacked understanding of various CETA-related procedures--procedures for marking time sheets, disposition of paper work affecting participants, and whom to contact for prime-sponsor support and counseling. In-depth examination of these concerns indicated that the problems reported had either been eliminated or were to be eliminated in the immediate future.

The clerk-typist cluster classes covered basically the same course material in three quarters as that covered by individual referral students in six quarters, according to information obtained. It was questioned whether cluster participants had sufficient time to attain true proficiency under these circumstances. This curriculum was under experimentation to reduce the number of hours.

Concern was evident among instructors associated with the clerk-typist clusters that many participants were placed in that program, although it was felt that many area businesses were not aware of CETA. This concern was prompted by the reported difficulty in placement of cluster participants into jobs after completion of the program. An implication may be that CETA participants were so identified during job development and placement, thus creating employer expectations of lower proficiencies.

Some instructional staff felt that many participants were not adequately prepared in communications and mathematics, even though they may have completed remedial education. This factor was related to previously discussed concerns.

It was evident during this phase of examination that many of the faculty and staff were concerned that courses taken as a part of the clerk-typist cluster program could not be used for credit in other programs, thus invalidating this material's use in further education and training. It would also appear feasible that this curriculum could be modified to whatever extent seemed appropriate in such a manner as to provide transferable academic credit for each course completed.

Conclusions

The lack of a proper career exploration process was a concern expressed throughout the examination conducted in this project. Inasmuch as this issue has been addressed elsewhere, no further conclusions are discussed at this time. However, other conclusions were drawn, as follow:

A more effective means of attracting applicants and participants into nontraditional career patterns would be entirely appropriate on behalf of the prime sponsor.

Actions are essential to establish procedures which will permit each student, including CETA-sponsored students, to have in his possession such tools and other required items at the appropriate point in the pursuit of a training program. It would appear that all of the factors which create problems in this regard are administrative or logistical in nature, and therefore, that all are fully capable of solution.

Additional examination of the correlation of programs providing training and education with current and forecasted demands of the labor market appears warranted.

Last-minute registrations of CETA-sponsored students should be avoided if at all possible to minimize problems associated with individual transition into an academic environment. Earlier intake completion on behalf of the prime-sponsor staff may present a feasible solution to this continuing problem.

Misunderstandings of various roles and responsibilities should be corrected as a means of improving the quality of services provided CETA-program participants. It is felt that actions being initiated at this time, directed toward future workshops and other activities, would alleviate these concerns.

CETA-sponsored students should be encouraged to make maximum possible use of the Drop-In Center to improve individual skills and to take advantage of the other opportunities and services offered by this activity.

Concerns regarding academic loads and needs for remediation on behalf of CETA-sponsored students reinforce the need for further examination of CETA-participant opportunities for additional remedial training, possible inclusion of a human-skills component within the CETA process, and examination of academic load reductions under certain circumstances.

Further evaluation of the clerk-typist cluster program is also felt to be appropriate to ensure that it, in fact, offers the opportunity to achieve labor-market skill levels. Continuous assessment of labor-market requirements is appropriate to ensure that CETA participants are entered into programs which produce skills compatible with such requirements. The clerk-typist cluster program should also be

examined with a view toward the awarding of academic credit for courses completed.

Recommendations

Based on the foregoing, it is recommended that the prime sponsor consider the use of a career exploration component as recommended elsewhere in this special report. The prime sponsor, in coordination with the employment service, should assure the use of measures to attract potential CETA applicants and program participants into non-traditional fields.

An examination of the processes involved in administrative and logistical areas connected with procurement, issue, and control of tools and related items and materials to CETA-sponsored students is needed. The purposes of this examination should be (1) to determine precisely what procedures are in use, and recommend simplification and streamlining to accomplish a significant time reduction; (2) to recommend revised procedures which will permit all CETA-sponsored students to have in their possession required tools and other items at the appropriate time in their programs; and (3) to recommend controls and procedures which will eliminate or reduce the probable issue of duplicate tools, reissue of tools to the same participant, and thus reduce unnecessary expenditures.

The prime sponsor, in coordination with relevant agencies, needs to assure that CETA-program entries are compatible with labor market needs and trends. The prime sponsor also needs to make appropriate adjustments in CETA processing to provide for timely entry and

registration of participants, thus precluding those problems associated with late and last-minute entries of students into training and educational programs.

The prime sponsor, in coordination with CPCC staff and the employment service, should continue its examination of the clerk-typist cluster to assure its validity in terms of market-required skill acquisition. The prime sponsor will need to maintain a continuous process to evaluate labor-market information to ensure compatibility of CETA-program entries. It is also recommended that the prime sponsor assure that CETA participants are not stigmatized during job development and placement.

Central Piedmont Community College should examine the clerk-typist cluster program curriculum, and consider the award of academic credit for successful completion of courses contained therein, and consider appropriate modifications necessary to convey credit for those courses not presently meeting requirements.

Prime-Sponsor Staff: Intake and Counseling

CETA Summary Interviews

CETA Summary Interviews were examined on several occasions, and included both group and individual interviews. Results obtained have been related to other experiences and perceptions.

CETA staff reported that variance in attitudes among instructors with regard to paper work connected with CETA-sponsored students appeared to create concern. Incidents were reported wherein instructors expressed resentment toward completion of required time and

attendance forms, and in at least two instances, reportedly made hurried and incorrect entries. Staff and faculty attitudes appeared to cause a problem of some magnitude. Although the problem may well be of a lesser degree than envisioned by the prime-sponsor staff, its very existence is detrimental to the effectiveness of CETA operations. It may be very simply stated that, due in large part to a lack of understanding of the CETA rationale, as well as inadequate information or instruction regarding CETA characteristics, a certain level of frustration and possible resentment has been fostered among some of the faculty and staff. These persons are also likely to be unaware of the special needs of some sponsored students, the individual responsibilities of CETA-sponsored students, and the various avenues available to seek needed sanctions and remedies. It is also evident that this failure to understand or to be aware may be reflected in the actions of some CETA-sponsored participants, and become issues leading to more serious confrontations.

Clerk-typist cluster classes reportedly experienced a higher success rate than some other programs, and provided completers a more likely employment factor. Despite these favorable aspects, cluster completers reportedly receive lower entry-rate wages than others seeking similar employment. Several factors may have contributed to this diversity, including the availability of jobs at a lower wage, and employer willingness to pay. These matters raised questions regarding the validity of this type of training method when compared with others in terms of the impact on individual quality of life.

A significant shortfall in recruitment of specific segments of area population was reported. CETA-program participation by black and white males appeared to be disproportionately low, indicating that recruitment on a representative basis had not been entirely effective.

The uses of testing and assessment procedures appeared to merit some additional examination. The level of understanding and familiarity with interpretation and meaning of various tests and scores, and correlation of the various processes was questioned. Certain CETA applicants participated in assessment conducted by Goodwill Industries, Inc., whereas some received placement testing at Central Piedmont Community College. The lack of uniformity in the use of these resources was not clearly stated, nor was the rationale of using different tests to obtain different answers to different questions. It also appeared that it was possible that certain testing measures may have been interpreted as screening devices, especially in view of the significant use of test scores by CETA counselors in counseling participants into specific training programs.

The phasing structure of the prime-sponsor counseling staff did not appear to be effective for the delivery of quality services to program participants. The present operational structure provided for a three-phase activity with designated counselors charged with specific functions within the phases. This organization did not provide for parity in case loads, nor did it afford participants access to a particular counselor or counseling resource throughout the individual's CETA participation. For example, using this method of operation, one counselor was charged with on-site counseling of all CETA-sponsored students attending Central Piedmont Community College.

The prime-sponsor counseling staff had indicated a desire to gather as much information as possible on each participant. The rationale for the accumulation of some information was unclear. It was highly possible that some information obtained was essential and desirable, but the possibility of collection of duplicate or irrelevant data existed.

Some evidence of stereotyped selection of participants into generally traditional career fields appeared, and the validity of selection of nontraditional fields was reportedly challenged. For example, female applicants were generally guided toward programs such as the clerk-typist cluster rather than other programs such as individual referral.

Conclusions

With reference to attitudes and awareness of faculty and staff, positive action is warranted, and should be considered essential to program success and improvement, in order to create a proper and adequate awareness within the following areas:

1. Education institutional faculty and staff should assure that a level of awareness is created which will eliminate any real or imagined hostilities, resentment, or other barriers, including possible misunderstandings of CETA, which could detract from totally effective training and education.
2. CETA participants entering into institutional training or education should assure that they are adequately oriented to their individual responsibilities to the prime sponsor, the

training or educational agency or institution, and to themselves. This orientation should be of sufficient impact to provide for a degree of understanding of individual responsibility which can be further developed during the pursuit of other goals.

The use of cluster classes for clerk-typist training should be examined in detail to assure that it is the most effective method of providing the type of training required for the current and future labor market. Although continued use of this method may be supported by completion rates and some employment statistics, other factors bear scrutiny. The fact that some individuals completing this program apparently gain employment at lower wages than others is an important indicator. It is conceivable that the labor market in the Charlotte area provides more opportunities for less skilled individuals at a lower wage, or that employers in the area may be willing to accept lower skills at a lower relative wage.

Efforts to provide CETA-program services to a wider and more representative cross-section of society warrant consideration. CETA recruitment appears to have been of relatively low key, and may not have reached all persons in need of program services as a result.

Additional training of CETA counselors in the use and interpretation of test and assessment scores, profiles, and other data is relevant. A thorough evaluation of all testing and assessment resources which could be applied to CETA use should be conducted to provide a basis for decisions to make use of the best possible procedures and methods. Every effort should be made to provide the highest possible

quality of services, while eliminating the possibility of duplication or of testing for the same quality in more than one effective manner.

The phasing structure of the CETA-counselor staff appears to be an ineffective method of providing for quality and continuity of service. Other staffing patterns, within current personnel limitations, could equalize work loads, improve the quality and quantity of counseling services to applicants and participants, and provide for continuity throughout an individual's participation in CETA.

Procedures regarding accumulation of data on applicants and program participants merit review to eliminate the possibility of duplication and collection of unnecessary material.

Examination of the possibility of stereotyping of applicants is warranted. Although the reported ratios of entries into traditional career training fields may be unavoidable, measures could be taken which would assure that applicants are adequately exposed to nontraditional fields, thus increasing the probability of selection.

Recommendations

It is recommended that the Education Institutional - CETA Prime Sponsor Linkages Project undertake the following actions to address the issue of awareness:

1. In coordination with Central Piedmont Community College, fully evaluate faculty and staff perceptions of CETA and its program participants, using the data accumulated in this study as the basis for conducting workshops and using other means to create a level of awareness which will assure the highest possible quality of program-related services.

2. In coordination with the prime sponsor, evaluate and profile CETA-sponsored students and recommend appropriate changes and additions to orientations of such persons which will instill appropriate degrees of responsibilities, and thus facilitate individual transition into an educational environment.

The prime sponsor, in coordination with appropriate departments of Central Piedmont Community College and the State Employment Service, should conduct an ongoing evaluation of the clerk-typist cluster concept to ensure that it represents the most effective method of providing the training required by the area labor market. The prime sponsor also should initiate or modify recruitment activities in an effort to provide CETA-program opportunities to a wider and more representative cross section of area population.

The prime sponsor, with the assistance of this project, needs to examine all testing and assessment resources available, with the idea of elimination of possible overlaps and to make use of the best possible procedures. In this regard, it is also recommended that further training be provided CETA counselors in the use of testing and assessment results to assist them in their roles.

The prime sponsor should replace the phasing structure of the CETA-counseling staff with an organizational structure which will provide for more equal distribution of work loads and more continuous counseling for participants throughout their program involvement. The prime sponsor needs to examine requirements for applicant and

participant data accumulation to ensure that only CETA-related and program-required information are essential. The prime sponsor should evaluate the possibility of stereotyping of program applicants and assure that all applicants are afforded exposure to nontraditional, as well as traditional, career fields for their consideration.

An Adaptation of Lapin's Maryland Model

Adapting Lapin's Maryland Model to the curriculum at Central Piedmont Community College provided insight into a potentially more effective, efficient, and cooperative experience for planning, teaching, learning, and evaluating. This model was selected, because it was developed specifically for community college and CETA programs. The researcher interpreted and related data gathered at CPCC to the appropriate element of the Lapin Model.

I. Shared Operational Needs of CETA and Community College

A. Building Communication, Trust, and Commitment

The foundation of a working relationship between community colleges and other agencies and institutions is predicated on communication, trust, and commitment. These traits must be continually nurtured. A network for information exchange is critical for success. Faculty and students need comprehensive orientations to the role and function of the college as an instrument of community service. Strategies which respond to developing and maintaining communication, trust, and commitment are as follows:

- Frequent meetings without conflict agendas
- Professional meetings to learn of different decision-making styles of various organizations
- Joint development of a conflict-resolution process
- Seeking to accommodate others' needs by all parties concerned
- Implementation of statewide workshops in response to needs
- Cross-staffing as a strategy to foster genuine understanding and shared responsibility.

Mutuality in trust and respect is not institutional; it is personal between and among individuals.

- B. Emphasizing and publicizing the benefits which result from a CETA/community college linkage; positive publicity for positive programs

Community colleges and CETA-prime sponsors have been meek in response to negative publicity. The successes of programs must be publicized. Central Piedmont Community College has an excellent advertising campaign which would benefit other agencies and institutions provided a joint effort existed. The faculty surveyed clearly stated a desire for more published information about CETA. Positive published procedural information and case studies affect the attitudes of faculty and communicate an image to the community as a whole. This investigator believes that generally the public is unaware that CETA and the College serve a significant portion of the community

underrepresented in higher education. Even many instructors sampled have misconceptions about CETA.

- C. Understanding and coping with contrasting operation styles
- Coping with contrasting organizational operating styles requires strong, sensitive, and understanding administrators. Decision-making authority may or may not lie with the faculty. Frequently, if authority lies with the faculty, those in management cannot or will not control faculty. In response to bridging the gap of these differences, staff meeting minutes could be exchanged so that individuals are informed of occurrences past, present, and future. Faculty awareness workshops could address the organizational status and personal concerns of participants. In addition, joint labor-market surveys with joint planning and evaluation could strengthen relationships and decrease crisis-oriented meetings. Because of contrasting styles, concessions would have to be made by all cooperating units. (See Table 5.)
- D. The importance of establishing a liaison person and office
- It is important to establish a liaison person and office. This person would be responsible for the overall coordination of CETA and other agency activities which relate to the College. For effectiveness, this person must be a full-time, tenured (if applicable), strong, and sensitive faculty member. The position responsibilities would be numerous, and require the authority to expedite

Table 5
Contrasting Styles

CETA	CPCC
Mechanistic--Restricted by Federal Register	Organic
Fixed Decision-Making	Individual Autonomy
Job-Placement-Driven System (Short-Term)	Credit-Driven-Knowledge Based
Quick Planning and Implementation	Shared Governance and Decision-Making
Temporary Planning From Fiscal Year to Fiscal Year	Established with More Projected Permanence
Limited Publicity as a Benefit	Periodic Publicity as to Benefit

decision-making processes, and moreover, the ability to communicate well with individuals at all levels in bureaucracies. CPCC did not, at the time of this study, have a liaison person. However, with such a position, more direct disbursement of information to faculty could occur, and response time to problems be shortened, i.e., time-allowance system, tool acquisition problem; academic credit for trade programs, and other concerns addressed in interviews, surveys, and inventories could be effectively solved through a central individual. This person should be equipped to see how the parts relate to a scope of services, therefore monitoring to ensure avoidance of any duplications.

E. Determining appropriate CETA-program functions for community colleges

Appropriate CETA-program functions for community colleges should be determined. In any curriculum, individuals must be sensitive to the political and social norms of the community. Joint planning by college officials with CETA and related agencies would help in identifying strengths. CPCC is strong in assessment, skills training, and counseling. When contracting with other agencies, community colleges should prove themselves first and provide only those services which they do best. Over half of the faculty surveyed at CPCC have requested specific ideas as to how more adequately to serve CETA students. This may

imply a need for varied instructional strategies to increase learning and teaching behaviors.

F. Clarifying responsibility and authority

Community colleges and CETA or other contracting agencies need to establish a philosophical contract. Frequently, decision-making processes are unclear as to responsibility and authority of college and CETA functionaries. The philosophical contract should be binding, allowing for formative changes and summative evaluation by participating parties. Clarifying responsibility and authority in the contract is critical. For example, instructors in various disciplines are experts in their fields and have full responsibility and authority in the classroom or laboratory for the methodologies they employ. Such a contract did not exist at CPCC at the time of this study.

G. The importance of strengthening linkages with the private sector

It is important to strengthen linkages with the private sector. Community colleges must protect program/curriculum advisory committees from becoming merely rubber-stamp groups. Private-sector representatives need to play an important role in identifying curricular needs and curricular entry and performance standards with instructional faculty and CETA or other agencies. Deans, vice presidents, and departmental chairpersons must be active participants in the Chamber of Commerce, on the Private Industry Council, and other groups, councils, and organizations

to strengthen the linkage between the private sector and the college.

Experimentation with on-the-job training and externships in private industry should continue to prove successful. CPCC should continue to aggressively involve the private sector in curriculum planning.

II. Operational Needs of Community Colleges

A. Rededication to and the fulfillment of the philosophy and mission of the community college

There needs to be a rededication to and fulfillment of the philosophy and mission of the community college. Community colleges must continually reevaluate labor-market needs and performance standards. This labor-market assessment should be a cooperative effort involving CETA, the Employment Security Commission, and other interested employment services. At CPCC, the clerk-typist cluster classes need to be reevaluated, and consideration for academic-credit curricula in blue-collar skill areas needs to be examined. Most persons interviewed believe occupational training benefits general education and the college as a whole. The counseling functions of the college and CETA need to be coordinated to avoid duplication of counseling support services. Consideration also must be given to a hands-on career exploration program, encouraging individuals to examine careers in nontraditional fields.

B. Commitment at the top to CETA and occupational training

A commitment at the top to CETA and occupational training must be demonstrated by state and local officials and middle and lower levels of the college with CETA and prime sponsor counterparts. By convening a series of statewide regional and local workshops, individuals at all levels can exchange information, get to know constituents at all operational levels, and maintain important updates as to needs and requirements. This element warrants a reexamination by CPCC and CETA administrators.

C. The structure and delivery of CETA occupational training programs

Realizing CETA and the world of work do not function according to academic quarters, consideration of an open-entry and open-exist format for intensive occupational skills training is feasible. Consideration of a curriculum loaded on the front end with a module for job seeking and keeping skills, coupled with classroom and human survival skills, would prove beneficial to persons successfully completing programs, and in particular those who drop out of school prior to program completion. At CPCC there are courses offered through the Drop-In Center, a component of Advancement (Developmental) Studies which could easily be integrated into any student's schedule. The major question from a curriculum perspective is how to encourage more utilization of developmental studies and

the Drop-In Center. Also, due to the fact that CETA students studied scored consistently below the general sample scores on three placement tests, it is suggested that the CETA group will need more remedial work than the general student before entering college-level courses. There is also an indication that tutoring and other support services may be determinants to success for many students. Eighty-three percent of the CETA students surveyed indicated a need for a course to learn more about self and how to handle personal problems. Self-knowledge as a competency must be an integral aspect throughout the scope and sequence of an individual's educational experience. Finally, all student benefits and opportunities must be extended to all students without any exclusions. CPCC ensures against this discrimination by including all activity fees in the catalogued tuition structure.

D. Implementation of occupational training programs and the role of faculty

All personnel chosen to administer and teach in occupational training programs should be selected based on the following criteria: achievement, talent, enthusiasm, motivation, and dedication. The community college must not lower standards of acceptability and performance or the credibility of training will be undermined. In addition to classroom instruction, a majority of instructors at CPCC reported spending time in counseling students in

their classes when problems arise. The investigator believes that CPCC should consider the elimination of cluster classes unless the clusters are housed in a separate self-contained center. Cluster groupings inherently foster resentment by instructors and students when being conducted concurrently in close proximity to individual referral (regular curricula) classes. This observed separatism creates covert and overt stigmas which signal differentness among groups. Faculty members need a mechanism for sharing and exchanging information in an effort to maintain awareness of all programs in the college.

- E. Developing manpower-related courses for CETA practitioners
Course offerings--human development, social/behavioral sciences, economics, test administration and interpretation, and organization and staff development--are to strengthen the professional expertise of employment and training personnel. Credit should be awarded for these courses utilizing main and off-campus centers. CPCC provided training for local CETA counselors in test administration and interpretation as an in-kind contribution and goodwill gesture because of extreme budgetary problems in the Department of Employment and Training. During periods of financial crisis, streamlining and doing what can be done with what exists have become a state of the art. Practitioners no longer have the luxury of being

specialists, yet must be trained and educated to assume more responsibility without jeopardizing the quality of services rendered.

III. Operational Needs of CETA

In summary, recruitment, intake, and eligibility determination are the appropriate domains of CETA and related public agencies; assessment, basic skills, counseling, supportive services, technical skills training, job development, placement, and follow-up should be conducted by community colleges. This distribution serves the total needs of participants during two distinct periods.

A. Assessment

Assessment may be used for at least four purposes: (1) as part of the decision-making process for determining who gets admitted to a specific training and employment program or work assignment; (2) as part of an exploration process for the student and the counselor to get a better understanding of the person's abilities, interests, and needs; (3) as part of the process to evaluate program effectiveness; and (4) to develop a detailed employability plan (EDP) with students. These purposes are consistent with the idea that students should become responsible for more of their life planning and choices. Training and education success and employability hinge on involvement. Proper assessment does not screen out, but

accurately lists and evaluates strengths and weaknesses and recommends training and educational experiences which meet the needs of the student.

CPCC certainly has the capability for performing a complete and accurate assessment for potential and enrolled students, although historically, CETA has contracted other agencies for assessment in addition to the college which presented a cumbersome experience for students. CPCC is continually striving to develop and implement the most effective assessment systems available. The system is only as valid and reliable as the personnel involved in assessment.

B. Basic skills

Past experience, surveys, and test scores suggest that CETA students (and others as well) would benefit from basic skills development in reading, writing, mathematics, and life-skills. Basic skills development is a necessary component of training and employment programs. CPCC is very strong in providing developmental education in the basic skills.

The primary objectives in this area are: (1) providing students with instruction in basic skills that will enable them to enter and perform well in occupational training; (2) providing instruction in English as a second language to non-English-speaking students; and (3) providing continued basic skills instruction to all students during their occupational training.

National research indicates that remedial education programs are most effective when classroom instruction is integrated with skill training, work experience, and other program components.

C. Principles and practices of adult education

This element in the model was developed by Leonard Nadler (1968) and referenced for curriculum strategies. CPCC has continually been innovative in implementing updated instructional strategies.

D. Counseling and supportive services

Students are provided two major components of counseling by CETA and CPCC outside academic advisement:

1. Personal development focusing on communications, problem solving and decision making, feelings, and coping with stress. The importance of these areas should continue to be emphasized and illustrated through the world of education, training, and work.
2. Resource awareness with community resources available in health care, higher education, child care, handicapped services, and personal finance.

Like all college students, CETA students may require counseling and supportive services.

E. Occupational/technical skills training

Community colleges have and must continue to provide leadership in skill renewal, retraining, and upgrading

for those employed and unemployed. A success-oriented experiential externship warrants consideration. Toward the last month of training, a student is eligible for a minimum of 120 hours experience in the field. CETA or a related agency pays the student allowance and workmen's compensation. The employer places the student in an apprenticeship role where they work on agreed-to objectives. Written assurances protect student workers from displacing existing employees. This externship agreement allows the employer to observe and evaluate the worker and vice-versa. Successful students are generally hired by the host employer after completion of the training program.

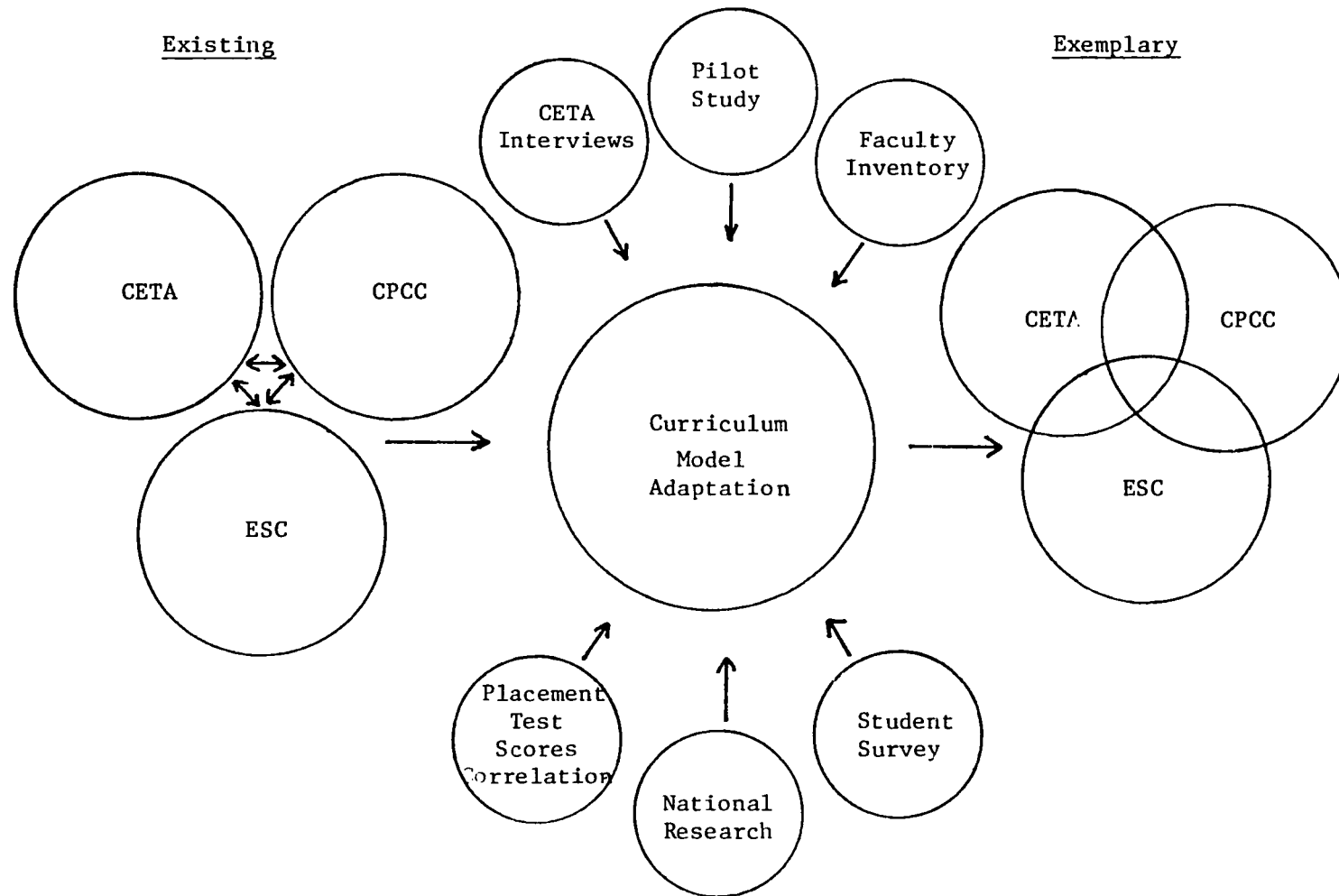
F. Job development, placement, and follow-up

Job developers ideally work closely with college and agency counselors and instructors in order to assist students. These efforts complement efforts to make students more responsible for their own job placement. Students seeking their own jobs help to assume responsibility and result in building self-confidence, self-direction, and self-help. The Employability Development Plan (EDP) is the vehicle for the student, instructor, counselor, and job developer in organizing and implementing effective job-search procedures. CPCC, like many community colleges, offers opportunities for resume writing, interviewing, and job-search strategies through a component of the

developmental studies program. Ideally, the college employment service working in concert with the Employment and Training Department, the Employment Security Commission, and other employment agencies could increase effective support for students in acquiring job placement. Follow-up should be conducted after placement by telephone or in writing by the job developer on a 30-, 60-, and 180-day evaluation schedule.

The degree of close cooperation and coordination which would facilitate the delivery of the highest possible order of CETA-related services and institutional training and education is the ultimate goal in adapting an exemplary curriculum model. (See Figure 2.)

Figure 2
Model of the Study



CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The education and training of citizens in our communities have been throughout history a critical curriculum issue. It is the contention of the writer that the future response of publicly funded agencies and institutions is crucial to the needs of the unemployed and unskilled, as well as the skilled and employed. Innovative and replicable curriculum models must be examined and adapted to situations and experiences in an effort to facilitate all the processes related to community colleges, CETA, and other publicly funded programs. An essential consideration has been the need to address improved cooperation, coordination, and information-sharing in the development and adaptation of exemplary curriculum models. The problem of adapting exemplary curriculum models and evaluating the effectiveness of education for learners is as crucial today as it was in the times of the early educational theorists.

Review of the Literature

Numerous reports have documented the increased number of nontraditional students across the nation and a growing awareness of their needs. Profiles of these students have been developed, and descriptions of how community colleges are responding to their needs through developmental education curricula are highly significant (Friedlander,

1979; Henard & Byrd, 1977; Jonas, 1978). The reports reviewed found no significant demographic difference between developmental students and college students in general.

Poorman and Fleckenstein (1978) discovered, as have others, the value of competency-based curricula in benefiting students by involving business and industry in the identification of essential and relevant competencies. In addition, thematic to a majority of writings were concerns addressing the socio-emotional variables affecting students' academic performance and proficiency in daily living (Dempsey, 1978; Herd, 1978; Roueche & Mink, 1976). Other studies emphasizing self-concept growth through self-development seminars in humanistic curricula were significant in enhancing the quality of teaching and learning in community colleges (Bourn, 1978; Fadale, 1977; Silver, 1978; Young, 1977).

A comprehensive understanding of curriculum theory and models is essential for prescribing and guiding practical activity in relation to curriculum. The theory of this study was conceptual in nature, seeking explanations of efficiency and effectiveness rather than research to be utilized for the empirical validation of curriculum variables and relationships. Theories and models surveyed were, for the most part, representative generative curriculum models, because the technological models ignored value questions of what to teach (Bobbitt, 1918; Gwynn & Chase, 1969; Herrick, 1950; Johnson, 1967; Taba, 1962; Tyler, 1950). The major critical theory influencing this investigation was developed by McDonald (1971). He advocated an

approach to research which was democratic valuing the perspective of individuals at all levels in a curriculum. McDonald supported the strategy of asking individuals in various roles their perceptions in order to effectively evaluate curriculum.

Pilot work by the present investigator provided the basis for this study. Interviews with community college counselors substantiated problems and successes of a nontraditional CETA-sponsored population in the community college. As a result, the data base indicated the need for an adaptation of an exemplary curriculum model which was intended to assist the educational inexperience of nontraditional students. The model utilized was developed by the CETA/Community College Interface Research Project based at Catonsville Community College, Catonsville, Maryland (Lapin, 1981). Implications for the Department of Community Colleges and other publicly funded agencies seemed relevant.

Design of the Study

The major purpose of this investigation was to adapt an exemplary curriculum model developed by the CETA/Community College Interface Research Project in Maryland to Central Piedmont Community College in Charlotte, North Carolina. It was hoped that the adaptation would improve the experience of learning for both a sample of CETA students and the general population of faculty and students in the college.

Upon completion of a pilot work done by the investigator, the next step was to develop and administer a perceptual inventory to all faculty who had contact with CETA-sponsored students. The third step

was to survey CETA-sponsored students, utilizing a questionnaire designed by the investigator, to ascertain their perceptions relative to their college experiences. The fourth step was to correlate CETA-student sample scores on an arithmetic test, the Nelson-Denny Reading Test, and the Prentice-Hall Test for Writers with the scores of a sample of general students. Based on an interpretation of the findings, conclusions, and recommendations resulting from the examination of existing curriculum, and the recommendations from the above sources, an adaptation of an exemplary curriculum could in fact be made.

Analysis of the Data

The faculty inventory and student survey were analyzed by the Statistical Analysis System at Triangle Universities Computation Center via computer at Central Piedmont Community College. For the purposes of this study, a percentage analysis of responses was developed for each item. Narrative comments were categorized to provide a framework for communication and understanding of the unstructured responses. Tables illustrating the percentage of responses to each item were also developed.

A synthesis of all data collected was interpreted and adapted to an exemplary curriculum model. Sources of data from interviews, surveys, inventories, correlation of student placement test scores, and literature reviews provided the basis for recommendations intended to improve curriculum experiences for students and faculty of the College and the operational staff of the City of Charlotte Employment and Training Department.

Conclusions

The study sought to illustrate an approach to examining curricula through personal interviews, inventories, and surveys, resulting in the adaptation of an exemplary curriculum model. It was intended that a comprehensive investigation of this nature would in many respects have implications not only for the Department of Community Colleges and CETA, but for other publicly funded agencies and institutions concerned with quality education and training. Conclusions drawn from this investigation were the following:

1. Personal interviews were an effective strategy for data gathering in the examination of curriculum, although costly and time-consuming.
2. Faculty responses to a perceptual inventory indicated a need for a network for information exchange and communication with persons officially associated with CETA students in the community college. Otherwise, most, if not all, attempts at communication would continue to be conflict-oriented.
3. Some variance in the instructors' perceptions of CETA students indicated prejudicial treatments.
4. College faculty are continually working toward demonstrating impartiality toward individuals and groups by maintaining standards of performance in education and training.
5. The CETA students surveyed indicated a need to learn more about self and how to handle personal problems, as well as how to improve study habits and skills. These needs were

reflected in the literature as a need for almost all of the students.

6. Counseling and support services appeared to be essential for most students.
7. The adaptation of the exemplary model developed by the Interface Research Project in Maryland responded to most of the concerns identified by faculty, students, and employment and training personnel who participated in this study. The model was easily adaptable and inherently replicable in recommending measures to assist persons committed to education and training.

Recommendations

It was intended that this study be exploratory in nature, and that the findings should suggest approaches to examining curriculum and the practicality of adapting an exemplary model to improve the efficiency and effectiveness of those persons dedicated to a qualitative level of accountability in institutional training and education. As a result of the study, the following recommendations are offered:

1. The adaptation of the exemplary model in this study further validated the replicability of the model and warrants its consideration by personnel interested in improving curriculum and strengthening the relationship between community colleges and other publicly funded institutions and agencies.
2. Community colleges should examine curriculum strategies for integrating self-knowledge and employability training into the curriculum of educational institutions.

3. Because of increasing demands, the role of community colleges is expanding and thus requiring participation by public and private-sector agencies. Therefore, further studies are recommended to refine curriculum models which accommodate agencies with contrasting organizational structures and operating styles.
4. Further research is needed to validate empirically curriculum variables and relationships. The present study was conceptual in nature, focusing on descriptions and explanations of efficiency and effectiveness.
5. Finally, continued study is needed to identify differences in personality types, contingency behaviors, and sex-typed attitudes related to the educational and occupational choices of students in community colleges.

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APPENDIX A
PILOT STUDY SYNTHESIS

CENTRAL PIEDMONT COMMUNITY COLLEGE - COUNSELING

PILOT STUDY SYNTHESIS

This activity was examined as a portion of institutional training and other education provided CETA participants.

Findings and Discussion

1. Some concern was expressed regarding the possible lack of adequate orientation for part-time teaching staff who may have some contact with CETA-sponsored students. It is possible that orientation for part-time instructors may differ in content from that afforded other staff and faculty, and may contribute to CETA program-related problems.
2. The depth of personal and career counseling available to CETA-sponsored students is unknown. CPCC counselors are involved in academic types of counseling, rather than career guidance and personal-problem counseling. This counseling embraces the needs of all CPCC students within its scope. Although persons entering CPCC are generally expected to have some idea of their individual career direction prior to enrollment, CETA-sponsored students appear to be in need of more preparation for career selection before deciding what program to pursue. CETA-sponsored students also frequently express desires for opportunities to discuss personal problems with an identifiable individual.

3. Questions have arisen regarding whether or not CETA-sponsored students are aware of the contents of the Family Rights and Privacy Act, prompted by frequent requests from CETA counselors for placement test scores.
4. Concern was evident as to the manner in which the academic progress of CETA-sponsored students is monitored. This question is especially prevalent in regard to those participating in advancement studies.
5. A possibility exists of an attitudinal barrier between CETA-sponsored students and other students, primarily within trade area programs, and attributable to the fact that nonsubsidized students are required to purchase tools at their own expense, whereas CETA-sponsored students are issued all required tools near the beginning of the course, at no cost.
6. CETA-sponsored students appear to carry more course hours than many other full-time students, who average 15 -hour class loads. It is felt that this factor contributes to added stress and decreased likelihood of positive success in learning experiences. This type of situation appears especially prevalent among participants who have experienced difficulty during the one quarter of CETA-authorized remediation and must continue these pursuits while progressing on to regular program requirements.
7. Insufficient time is provided for all CETA-sponsored students to adequately complete remediation prior to skill-program

entry. The prime sponsor presently affords one quarter of this type of training for individuals whose tests reveal such needs. In the event additional time is required to attain proficiency, the student must repeat material on his own, in addition to regular program requirements.

8. CETA-sponsored students often appear to have unrealistic expectations which may have been communicated to them during the course of career counseling leading to program choices. Participants in this category tend to encounter difficulties when taking courses which are too advanced for their individual abilities or which are beyond their levels attained through prior education or training.
9. Program completion times contained in the college catalog are in many instances deceiving to participants. A related finding indicates that some programs are too lengthy to fall within CETA participation time constraints. It is entirely possible for a student to complete a program within the recommended time frame, and in the recommended course sequence, provided no learning difficulties are encountered and if all courses are available at the desired times. On the other hand, many exceptional students experience problems of different degrees in this respect. It is also possible that some programs are basically too lengthy to permit probable completion under CETA sponsorship and should be weighed accordingly.

10. Some concern is felt that CPCC's placement tests may be at too high a level for some CETA-sponsored applicants. Although applicants may in some instances score lower than some others taking placement tests, a preliminary conclusion, subject to further corroboration, is that CETA-sponsored students are basically identical to all other CPCC students, especially in respect to profiles of such tests. This factor, in addition to the fact that CPCC's placement tests are valid and compatible with the various programs offered by the college, would indicate that the tests are accurate measurements of individual needs for remediation.
11. Some participants are reportedly placed into courses which are too advanced for their achievement levels, in spite of placement test scores indicating a lower entry level. It is felt that this can contribute to less than satisfactory course achievement and resultant personal discouragement.
12. Concern was expressed regarding tendencies of some instructors to display a negative attitude toward CETA-sponsored students which imposes an instructor-student barrier adversely affecting the relationships required for effective learning experiences.
13. The relationships of the counseling roles of the college to those of the prime-sponsor counseling staff are unclear. There appears to be a high probability of overlap and a distinct possibility of a gap in counseling available to participants.

14. Considerable concern exists over entry of CETA-sponsored students into programs which may be well beyond the abilities of some students selected. Although the college philosophy adheres to the belief that, given enough time, most students can accomplish any learning task, the time limits imposed on CETA-program participation do not, in every instance, afford sufficient time for some individuals to complete specific learning tasks. A major point of concern is the possibility that some CETA-sponsored students may be allowed, or even encouraged, to enter programs which they cannot possibly complete to a degree of competence within the time available to them.
15. Concern was evident regarding the lack of information from the prime sponsor or other sources pertaining to CETA policies, procedures, and changes thereto. These concerns have been established as valid and worthy of corrective action.
16. Procedures and authorization for exchange of information between the prime-sponsor counseling staff and CPCC counselors are unclear. This issue relates primarily to requests for placement test scores of CETA applicants. Pending changes in the prime-sponsor intake system and related orientation and training by CPCC Testing Center staff are fully expected to resolve these concerns.
17. Elimination of the previously used "hands-on" exploration of career choices caused concern; reference was made to the fact that its discontinuance was due to funding limitations and the

its discontinuance was due to funding limitations and the report that it did not materially affect or change matters. Inasmuch as these statements did not fully reveal other factors, deeper inquiry was prompted which disclosed that the exploration utilized in conjunction with CPCC was in fact short-lived and considered inadequate, and further that the program was concerned with entry into trade and industrial training programs, lasted one day, and was restricted to female participants. This information indicates that this effort was not intended to provide a true career-exploration component, but was intended to experiment with attraction of female applicants into nontraditional career patterns. These findings would indicate that the opportunity for career exploration as a part of the CETA framework has not been adequately attempted in recent local operations.

Conclusions

Based on the foregoing, the conclusions are as follows:

1. Orientation of all faculty and staff, part-time as well as full-time, is an essential ingredient for successful training and education of all students, including CETA-sponsored students.
2. Refinement of the respective roles of counseling provided by the prime sponsor and other agencies appears necessary, to include the specific designation of a counseling activity for each type of counseling to be provided.

3. Revised intake procedures of the prime sponsor, including its changes in placement testing, should effectively eliminate concerns and questions regarding the exchange of information and test scores. There may be a need to provide for inclusion of Family Rights and Privacy Act information in CETA-participant briefings, if not already included therein.
4. More complete information should be made available regarding the academic monitoring processes applicable to CETA-sponsored students. Dissemination of information of this nature and closer relationships would be helpful in assuring that sponsored students maintain a satisfactory rate of achievement and provide for more immediate intervention on behalf of the student in the event assistance is needed.
5. This concern is related directly to the obvious need for renewal or reorientation of awareness among staff and faculty, as well as a defined need for concurrent attention to more adequate orientation of CETA-sponsored students as to their individual responsibilities.
6. Attention should be devoted to the relationships of sponsored students' academic loads to their individual capabilities and to possible adjustments to academic-load requirements which could place individual goals more logically within reach. Consideration appears warranted toward making more than one academic quarter of remediation available to those CETA-sponsored students who would materially benefit by attaining

a higher level of individual accomplishment prior to entry into a terminal program of education or training.

7. The conclusions rendered in respect to this finding are directly related to those immediately preceding. Students in this category must function under several handicaps--initial academic deficiencies, failure to adequately accomplish goals during a period of remedial training, followed by the necessity to cope with even more advanced material while still attempting to reach a level of competence which will permit learning at the higher level.
8. Additional examination of the differing counseling functions appears warranted. Inasmuch as guidance counseling is more directly related to individual aptitudes and desires, it should conceivably be fully separated from academic counseling. In addition, it may be assumed that academic counseling should be extremely closely related to the actual source of education or training to be obtained, and with less interrelation with counseling provided by the prime sponsor.
9. More realistic time frames for program completion would be appropriate. Every attempt should be made to ensure that CETA applicants are fully informed of the length of various programs and encouraged to apply reasonable estimates in their selection of career options and related training and educational programs.
10. It is concluded that concerns regarding the level of CPCC's placement tests are unwarranted in view of their applicability for the purposes for which intended.

11. In view of the unfavorable effect upon participants who encounter difficulties in courses which are beyond their respective capabilities, and the resultant dilution of motivation and self-image, serious consideration should be afforded restrictions to ensure that students do not reach beyond individual capabilities.
12. Awareness of faculty and staff, as well as of CETA-sponsored students, has been addressed at length in previous sections of this report.
13. An objective evaluation of counseling functions should be completed with a view toward elimination of possible duplication and overlap, and toward utilization of the most effective available resources.
14. It is reasonably concluded that some available programs are beyond realistic time limitations for CETA-sponsored pursuit. It may be concluded that, in using such sponsorship, consideration should be given to restriction of participants from entry into lengthy programs except under unusual conditions.
15. Attention to the frequent exchange of information between the prime sponsor and the institutional staff is merited, and will be undertaken by this project.
16. No further comment regarding this concern is considered necessary.
17. The lack of a true means of career exploration has been expressed as a serious concern within several components of the CETA process. The fact that this issue is considered

important from different views lends credence to the estimate of need for such a function. Based on this overall evaluation to date, it is concluded that inclusion of such a component within the CETA process would be of great benefit to program applicants and participants in assisting them in career selections which would be based on a wider perspective and broader exposure to the many opportunities available to them.

Recommendations

Based on the foregoing, it is recommended that:

1. Central Piedmont Community College assure that appropriate orientations are provided part-time as well as full-time instructional staff, which will include relevant information complementary to CETA-program activities and the education and training of participants.
2. An objective examination of counseling functions and activities be completed as soon as feasible, and that this examination culminate in recommendations for specific alignment and assignment of various counseling functions. This project will undertake the initial portion of this examination concurrent with the publication of this report.
3. No recommendation pertaining to this factor is pertinent at this time.

4. More frequent exchange of information between the prime sponsor and other interested agencies take place.
5. No further recommendations pertaining to this factor are felt to be appropriate.
6. The prime sponsor give serious consideration to one or both of the following: (1) provision of an additional academic quarter of remediation for those individuals so in need; and (2) addition of an initial quarter of special training in human skills, basic survivability, basic skills, and other aspects of life in such a manner as to complement educational pursuits, as well as assist participants toward individual goals and objectives.
7. The prime sponsor apply systematic constraints which will preclude entry of CETA-sponsored students into programs beyond their individual capabilities within their allowable sponsored time limits.
8. Although this factor is related to that addressed by paragraph two above, it is concurrently recommended that guidance counseling and related types of counseling be provided by the prime-sponsor staff, and that academic counseling be provided by the counseling staff of the agency or institution providing training or education of the individual concerned.
9. Closer coordination be effected between the prime sponsor and the training or educational agency or institution to ensure that career or program choices of participants apply

realistic program completion times, and thus avoid entry into programs which cannot be completed with allowable time or sponsorship. This recommendation is closely related to the issue addressed by paragraph seven above.

10. No recommendation is considered appropriate in regard to this issue.
11. All concerned with counseling of CETA-sponsored students use every means at their disposal to ensure that participants remain within individual boundaries of capabilities in selecting courses. It is felt that implementation of the recommendation contained in paragraph eight above will facilitate application of this type of control.
12. No recommendation is considered appropriate for this issue in view of actions being taken at this time.
13. No further recommendation is considered necessary in view of the recommendation contained in paragraph two above.
14. No further recommendations are considered necessary in view of the comments contained in paragraph seven above.
15. Recommendations appropriate to this factor are felt to be adequately addressed within the conclusions drawn.
16. No further comment is felt necessary.
17. The prime sponsor provide for a valid "hands-on" type of career exploration as part of its intake system to assure that all CETA applicants receive a comprehensive exposure to the genuine aspects of the many career and job fields available to them, thus providing a sound basis for individual selections and choices.

APPENDIX B
CPCC/CETA PERCEPTUAL INVENTORY

CPCC/CETA INVENTORY

The following inventory has been developed in order to gather information concerning your perceptions of CETA-sponsored students and CETA programs. Your honest reactions and candid comments will be greatly appreciated. Your responses will remain confidential and anonymous, and will be used to develop additional data. Do not sign your name; it is not necessary to identify individual respondents.

The inventory is brief and should take no more than ten minutes to complete. Instructions are provided for each section.

Thank you for your time in advance. The information you provide will be beneficial toward the development of more positive teaching and learning experiences for CETA students and faculty alike.

Part I. Background Information

A. Department _____

B. Primary Role:

1. _____ Instruction
2. _____ Department Chairperson
3. _____ Administration
4. _____ Counseling Services
5. _____ Other (Please specify _____)

C. In what program are the majority of your students presently enrolled?

1. _____ Advancement Studies; 2. _____ Adult Education;
3. _____ Technical; 4. _____ Trade; 5. _____ College
- Transfer; 6. _____ Other (specify _____)

D. Do you have direct involvement with CETA students or CETA staff at the college?

1. _____ Yes 2. _____ No 3. _____ Other (specify _____)

E. What is your present degree of understanding of the programs under CETA?

1. _____ None 2. _____ Slight 3. _____ Moderate
4. _____ Extensive.

F. Who is a "sponsored" student?

1. _____ A person "paid" to go to school.
2. _____ A person provided an allowance in order to upgrade personal and work skills.
3. _____ A person paid a subsistence allowance for survival until another federal program will support them.
4. _____ A person granted a scholarship for assistance in their education while working part-time.
5. _____ Other (specify _____)

Part II. How You View the CETA Student:

Please react to the following list of possible elements of a definition as they represent your opinion of the CETA student. Rate each element by circling the number according to the following code:

- 1 - Strongly disagree with the element.
- 2 - Disagree with the element.
- 3 - Undecided about the element.
- 4 - Agree with the element.
- 5 - Strongly agree with the element.

(Please feel free to comment on any element rated 1 or 2.)

A CETA Student is:

- A. A person who is poor and unemployed. 1 2 3 4 5
Comment:

- B. A person who is culturally different and does not learn well in a traditional classroom. 1 2 3 4 5
Comment:

- C. A person who most likely will benefit from education/training and enter or reenter employment or continuing education in the community. 1 2 3 4 5
Comment:

- D. A person who will develop a realistic perception of his/her own unique capabilities (self-awareness) as a result of training/education at the college. 1 2 3 4 5
Comment:

- E. A person who is in search of developing career decision-making/planning skills. 1 2 3 4 5

Comment:

- F. A person who is socially deprived and in need of basic survival skills. 1 2 3 4 5

Comment:

- G. A person who cannot be identified as different from other individuals in my class. 1 2 3 4 5

Comment:

Part III. Individual and Collegiate Perspectives on Problem Solving.

Please respond to the following statements by marking an "X" in the appropriate space provided.

- A. I feel that potential problems with CETA programs on my campus are as follow:

1. _____ Faculty apathy toward CETA.
2. _____ Misconceptions about CETA.
3. _____ Lack of administrative support for CETA.
4. _____ Lack of adequate information concerning CETA available to faculty.
5. _____ Resistance to signing time sheets.
6. _____ Other (specify _____)

- B. What do you do when a problem arises involving a CETA-sponsored student?

1. _____ Counsel with the student individually.
2. _____ Notify the student's CETA counselor.
3. _____ Inform my Department Head.
4. _____ Other (Specify _____)

- C. Please list the major barriers to learning which you believe CETA students experience:

1. _____
2. _____
3. _____
4. _____

Part IV. Individual and Collegiate Perspectives for Remedies of Possible Problems.

Rate each element by circling the number according to the following code:

- 1 - Strongly disagree with the element.
- 2 - Disagree with the element.
- 3 - Undecided about the element.
- 4 - Agree with the element.
- 5 - Strongly agree with the element.

(Please feel free to comment on any element rated 1 or 2.)

A. In order to better implement measures to assist the CETA student on campus, I would like:

- 1. In-service training sessions and/or workshops offered for problem identification and problem solving relative to CETA students. 1 2 3 4 5
Comments:
- 2. More information concerning CETA programs. 1 2 3 4 5
Comments:
- 3. More communication with CETA staff. 1 2 3 4 5
Comments:
- 4. More published material about CETA as it applies to my role with CETA students. 1 2 3 4 5
Comments:
- 5. Specific ideas as to how to respond more effectively to CETA students. 1 2 3 4 5
Comments:
- 6. Deeper understanding of what should be expected of CETA students. 1 2 3 4 5
Comments:

B. What emphasis do you feel should be placed on increasing the number of CETA students at CPCC in the next several years?

- 1. _____ Increased emphasis.
- 2. _____ Same emphasis.
- 3. _____ Less emphasis.
- 4. _____ Undecided.

Part V. "The Soapbox."

Please take this opportunity to elaborate on previous responses or to address additional positive and/or negative concerns about CETA processes and the experiences of CETA students. THANK YOU, AGAIN, for your time and thoughts in completing this inventory.

APPENDIX C
CETA STUDENT SURVEY

CETA STUDENT SURVEY

The following survey has been developed in order to gather information about your perceptions as a CETA-sponsored student in the Title II-B program.

The survey should take no more than ten minutes to complete. Instructions are provided at the beginning of each section. Your honest reactions and comments will be greatly appreciated and will remain confidential. Please DO NOT sign your name. Thank you in advance for your time.

Part I. Biographical Information (Please put an "X" mark in the correct space.)

1. (1) Male___ (2) Female___
2. Your age: (1) 18-21___ (2) 22-26___ (3) 27-32___ (4) 33-55___
3. Marital status: (1) Single___ (2) Married___ (3) Widowed___
(4) Divorced/Separated___
4. Number of dependent children: (1) None___ (2) One___ (3) Two___
(4) Three or More___
5. Ages of your dependents: (1) Have None___ (2) Less than three
years___ (3) 4-8 Years___ (4) Nine years and older___
6. Number of other dependents: (1) None___ (2) One___ (3) Two___
(4) Three or more___
7. What type of transportation do you use to and from CPCC?
(1) Walk___ (2) Taxi___ (3) Bus___ (4) Ride with friends, rela-
tives___ (5) Car___

Part II. Information Regarding Your Experiences as a CETA-Sponsored Student (Please put an "X" mark in the correct space.)

8. How did you learn about CETA sponsorship? (1) Relatives___
(2) Friends___ (3) High School Teacher, High school bulletin
board, social worker, Vocational Rehabilitation, Goodwill___
(4) Self-search, was in CETA program before___ (5) Job service,
WIN, newspaper, YETP, television, while taking a state exam___
9. How long have you been sponsored by CETA? (1) 1-6 months___
(2) 7-12 months___ (3) 13-18 months___ (4) 19-24 months___
10. Have you been through the assessment component at Goodwill Indus-
tries? (1) Yes___ (2) No___

11. Were you advised by CETA of jobs available in Charlotte related to your program choice? (1) Yes___ (2) No___
12. Do you feel you received sufficient counseling by CETA when deciding what program to pursue before enrolling at CPCC? (1) Yes___ (2) No___ (If no, please explain.)
13. Please write in the space below the program in which you are enrolled at CPCC.
14. Are you satisfied with your program choice? (1) Yes___ (2) No___
15. Was this program your first choice? (1) Yes___ (2) No___
16. Was your day of orientation to CPCC helpful in giving you all the necessary information related to being a CPCC student? (1) Yes___ (2) No___
17. Do you believe the instructors you have at CPCC really care about you as a student? (1) Yes___ (2) No___
18. Approximately how much time do you spend per week studying outside of class? (1) 1-5 hours___ (2) 6-12 hours___ (3) 13-18 hours___
19. Has the requirement of having your instructors sign CETA allowance forms presented any problems for you? (1) No___ (2) Yes___ (If yes, please explain.)
20. Have you used the tutoring services offered by the Drop-In Center in the Learning Resource Center? (1) Yes___ (2) No___ (If no, please explain.)
21. Have you taken or are you currently taking the remedial component at CPCC? (1) Yes___ (2) No___
22. If you answered yes to question number 21, do you feel your preparation was sufficient for you to enroll in higher level courses? (1) Yes___ (2) No___ (If no, please explain.)
23. Would you take a course at CPCC to learn more about yourself and how to handle personal problems? (1) Yes___ (2) No___
24. Have you had any information sessions presented by CETA on-job skills such as how to find, keep, and advance on a job? (1) Yes___ (2) No___

25. Have you learned about employer expectations of you as a future employee through your CETA sponsorship?
(1) Yes___ (2) No___